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2019

WE CARE: CIVIC ENGAGEMENT INTERNSHIP REPORT

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and Sustainability Management

November 8, 2019

Acknowledgement

On successful completion of the eighth year of We Care: Civic Engagement internship, we take this opportunity to express our sincere gratitude to the University and School authorities. We are thankful to Dr. Rajan Saxena, Vice-Chancellor, NMIMS and Dr. Ramesh Bhat, Provost and Dean (School of Business Management) for giving us the autonomy to execute the We Care internship and for their support. The appreciation and support of SVKM Office Bearers always kept us motivated. Our sincere acknowledgements are due to them.

The We Care team values the support extended by the 254 internship organisations for placing our students and actively contributing towards their growth. We are grateful to them for their mentorship support.

We are grateful to Dr. Satish Kajjer and Dr. Sujata Mukherjee for rendering their support as Regional Coordinator and actively extending their support whenever required. Their co-operation in executing the We Care internship is of immense importance to us.

We appreciate the contribution rendered by Ms. Bhawna Kothari, Research Officer (We Care) for assisting us in editing the project titles, mapping SDGs with the project activities undertaken by students and helping us in conducting Poster Presentation 2019.

Despite having heavy workload schedule SBM faculty members provided mentorship support to the students. We take this opportunity to sincerely thank each one of them.

Our special thanks are due to Social Responsibility Forum (SRF) members, who have been our greatest strength and support system. Special mention needs to be made of Mr. Yash Kumar and Ms. Kratika Rastogi, We Care Heads; Mr. Raghav Bhattad, President; Ms. Shruti Priya, Ms. Aashi Gupta and all the SRF members for their unstinted support to facilitate We Care internship.

We thank the academic staff of SBM for extending their cooperation whenever required. Ms Sushma Louis, actively provided secretarial assistance throughout the year and willingly assisted us. We appreciate and acknowledge her support in our work.

Last but not the least we are thankful to the students of the 2018-2020 batch for adhering to the We Care code of conduct and contributing their bit to the social sector.

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Executive Summary

2010

We Care: Civic Engagement Internship was with the objective of socially sensitizing FT MBA and enabling them to understand the symbiotic relationship between society and business.

2019

We Care internship was between Jan 28 to Feb 20, 2019
624 students out of 628 completed their internship.

Students Placements were in various social sector organizations & CSR departments of public and private sector organizations.

**254 organizations
across 121 cities,
22 states & 2 UT**

**Contributed
88,680 hours**

Students handled projects aligned with SDGs in the area of child welfare, livelihood support, skill development, social marketing, project management, community development, CSR, financial inclusion, advocacy and empowerment, business development, health, resource mobilization, disability, environment and animal rights.

Feedback from students as well as field agencies was highly encouraging. Students felt the experience has not only sensitized them, but has made them aware of their potentials as change makers. The experience has been overwhelming.

**89 % students
reported experience to
be highly beneficial**

**96% per cent organizations
were highly satisfied with
our students' conduct and
contribution**

Organizations reported of having benefitted through placements of students and gave constructive suggestions to strengthen We Care internship including increasing the duration to minimum one month.

The learning journey of the civic engagement culminated with the Poster Presentation on March 2, 2019.

**Posters were adjudged by 56
distinguished judges from the
social sector.
Posters designed by 21 teams
won cash prizes worth INR
2.10 lakh.**

1. About We Care

We Care : Civic Engagement Internship was incorporated as a part of MBA first year curriculum since 2010 with the objectives to inspire future managers to understand social realities and enable them to be inclusive and work towards developing sustainable society. In the current year 624¹ students were placed in 254 at PAN India level, from January 28 to February 20, 2019. During the internship students contributed 88,680 hours to social sector.

Table 1 : Internship Execution: Schedule

Internship Execution: Scheduled Tasks	2018 - 2019
Pre Internship Activities	
Initial Planning	June 1 to July 1, 2018
We Care Orientation Workshops <ul style="list-style-type: none"> 20 mandatory workshops Conducted by Jasani Center's faculty members in partnership with Social Responsibility Forum team 	June 22 to July 2, 2018
Collecting student details (Students' personal data, social sector preferences, skill-sets etc.) and their CVs (<i>Refer Annexure I</i>)	June 23 to August 31, 2018
Sourcing and contacting prospective internship organisations	July 2, 2018 to January 7, 2019
Designing 'Code of Conduct' and 'We Care Project Report Submission Guidelines' and sharing with students	July 20, 2018 to January 4, 2019
Collection of student's preferences for the organization. Strategic alignment of organisations' requirements and students' profiles	July 21, 2018 to January 7, 2019
Sharing students' CVs and connecting them with internship organisations in 22 states & 2 UTs (<i>Refer Annexure II</i>) <ul style="list-style-type: none"> On commencement, one student was given home-based assignment by the internship organisation The student was shifted on Feb 1, 2019 to another organisation in the same city (Surat) 	July 24, 2018 to February 1, 2019
Pilot Visit to Internship Organisations : 453 students paid pilot visit to their internship organisation	October 2018 to January 20, 2019
Appointment of 51 Faculty Mentors for monitoring and evaluation. (<i>Refer Annexure III</i>)	October 3, 2018 to January 30, 2019
Students' meeting with Faculty Mentors (Mandatory)	October 2018 to January 25, 2019
Special workshops on : Disability Management <ul style="list-style-type: none"> Conducted by Ms. Simi Vij, Development Consultant in two batches for 62 students placed in 27 NGOs working in Disability sector 	December 14 to 15, 2018
Internship Execution	January 28 to February 20, 2019
Post Internship Activities	
Feedback From Organizations/Students	February 16 to March 2, 2019
Viva-voce conducted by faculty mentor and We Care documents submission [project report, log sheets, completion certificate from internship organisation] (<i>Refer Annexure IV</i>)	February 22 to April 13, 2019
Poster Presentation : At B. J. Hall in Vile Parle, Mumbai	March 2, 2019

¹ Out of total 628 students placed initially one student left the program, two students deferred internship and one student defaulted on code of conduct

2. Methodology

Table 2 : Methodology

Design of the We Care Rubric and Feedback	<p>The assessment of the student's performance by faculty mentor covered 3 data points spanning 9 variables. Information for the same was captured through the We Care Rubric. (<i>Refer Annexure IV</i>)</p> <p>Student feedback covered 11 data points spanning across 38 variables. Information for the same was captured through an online questionnaire. (<i>Refer Annexure V</i>)</p> <p>Internship organizations' feedback was covered with the help of 5 data points consisting of 14 variables. Information for the same was captured through an online questionnaire. (<i>Refer Annexure VI</i>)</p>
Respondents	<p>Feedback was solicited from</p> <ol style="list-style-type: none"> 624 Full time MBA students 254 internship organizations
Duration of Data Collection	<p>Students :- February 16 to 27, 2019</p> <p>Organizations :- February 16 to March 29, 2019</p>
No. of Responses Received	<p>In all 624 out of 628 students submitted their feedback.</p> <p>In all 61% (156) organizations submitted their feedback. Out of these 14 organisations also submitted qualitative feedback through mail</p>
Result Analysis and Interpretation	<p>Information gathered was analyzed using descriptive statistics to present a comparative picture of the students' as well as internship organizations' review about the <i>We Care</i> internship.</p> <ul style="list-style-type: none"> The level of satisfaction of students with internship organizations, project execution and reporting clarity was evaluated using a five-point scale. Based on the score, responses were categorized into high, moderate and low levels of satisfaction. The level of satisfaction of internship organizations with the students with regard to their conduct, project execution and reporting quality was evaluated using a five-point scale. Based on the score, responses were categorized into high, moderate and low levels of satisfaction. Data pertaining to faculty mentor feedback was classified into five categories depending on multiple preferences of the students. Data pertaining to We Care as a learning experience was classified into two categories based on positive and negative responses of students. Major learning's as specified by the students were classified into three categories and appropriate inferences were drawn. Data pertaining to special contributions made by students, special comments by the internship organizations and recommendations from both the type of respondents were classified into specific categories and appropriate inferences were drawn.

SDG Mapping	<p>Students were involved in various projects in the area of child rights, education, skills development, health, environment, water and sanitation. (<i>Annexure VII</i>) These were appropriately mapped with the Sustainable Development Goals (SDGs).</p> <p>In all 61 % of the projects were in the area of promoting Quality Education (SDG 4).</p>
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3. Student Profile

Fig 3.1 to 3.20 presents the profile of 628² students with regards to age, gender, MBA specialization education, special competencies, work experience, proficiency in languages, social work preference areas and geographic spread of students.

Fig 3.1 : Age

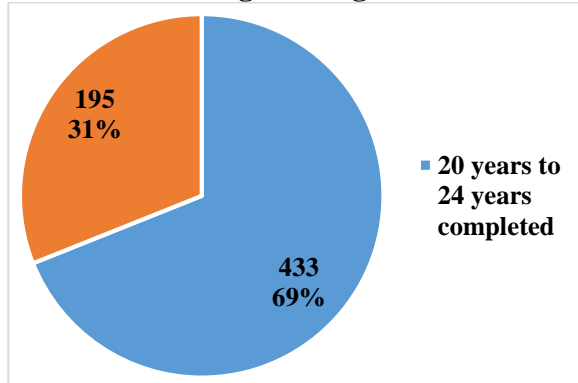


Fig 3.2 : Gender

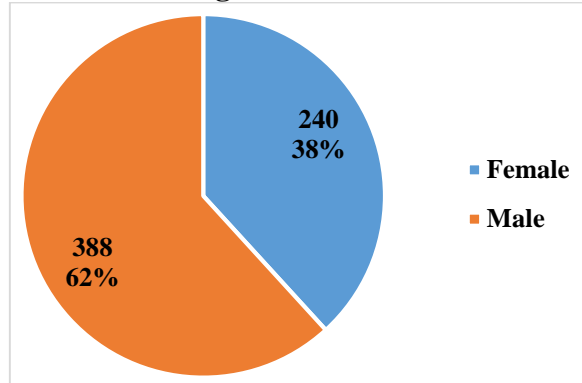
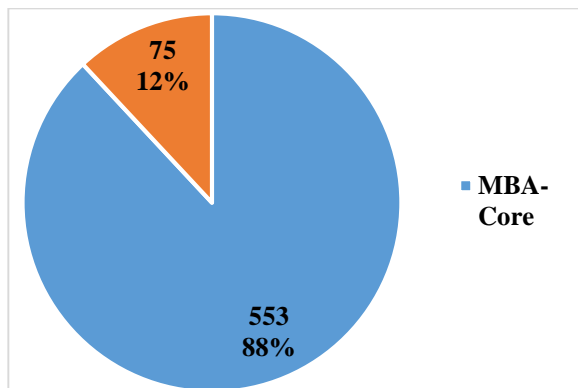


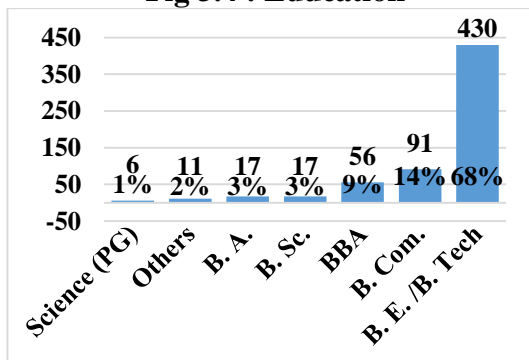
Fig 3.3 : MBA Specialization



Education

From the total 628 students 622 (99%) are graduates and six are post-graduates.

Fig 3.4 : Education

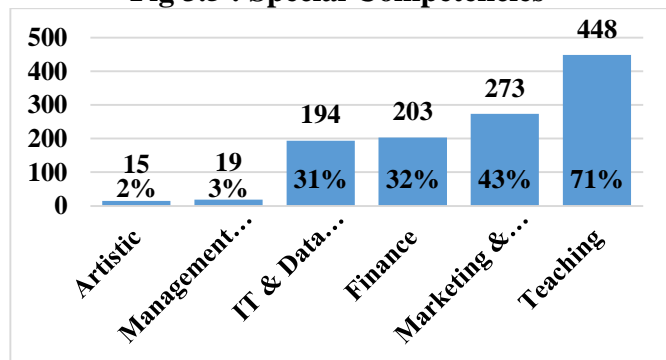


Others³

Special Competencies

Students had varied competencies as displayed below :

Fig 3.5 : Special Competencies



Special Competencies : Artistic, Management & Consulting, IT & Data Analysis, Finance, Marketing & Communication, Teaching

² Batchsize consisted of 628 students. Data was gathered from all the students.

³ Others include C.A., B.A.F., B.B.S., B.F.M, B.L.S, B.M.M, B.Pharm, BBE, BBI , and B.Com.

Work Experience

A little more than one third students had work experience of two years and above respectively. (Refer Fig 3.6). As depicted in Fig. 3.7, 37% (231 students) had experience in IT & Engineering sector.

Fig 3.6 : Duration of work experience

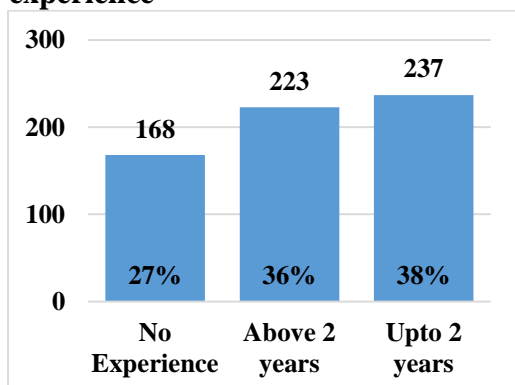
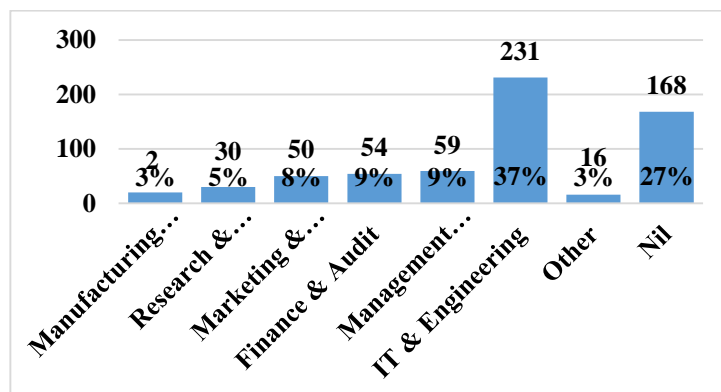


Fig 3.7 : Area/Sector of work experience

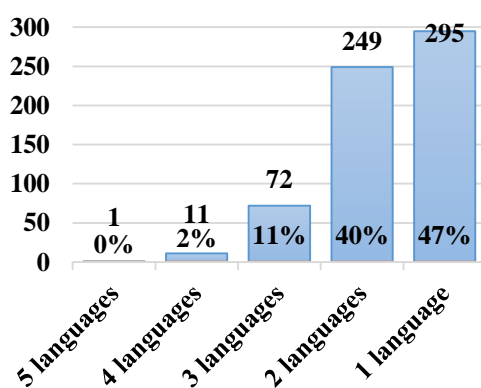


Manufacturing & Construction, Research & Consultancy, Marketing & Media, Finance & Audit, Management & Operations IT & Engineering, and Others⁴

Languages known

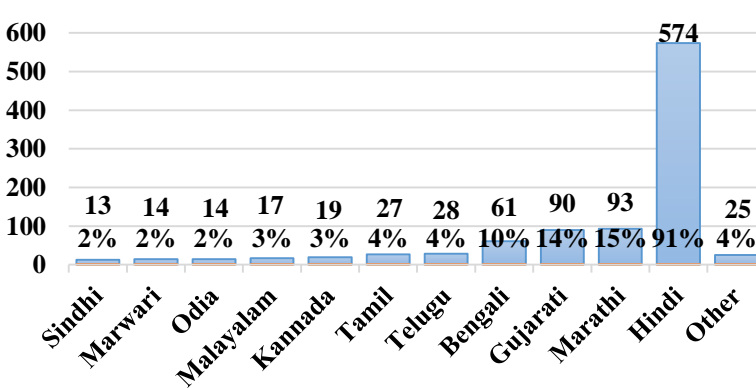
All students were fluent in English language. Besides English, Hindi was found to be the most prominent spoken language. 45% students had knowledge of only one regional language whereas others had the ability to speak multiple regional languages. Besides knowledge of regional language 30 students knew foreign languages.

Fig 3.8 : Number of Languages Known other than English



Multiple responses- will be more than 628

Fig 3.9 : Indian Languages Known other than English



Other Languages⁵

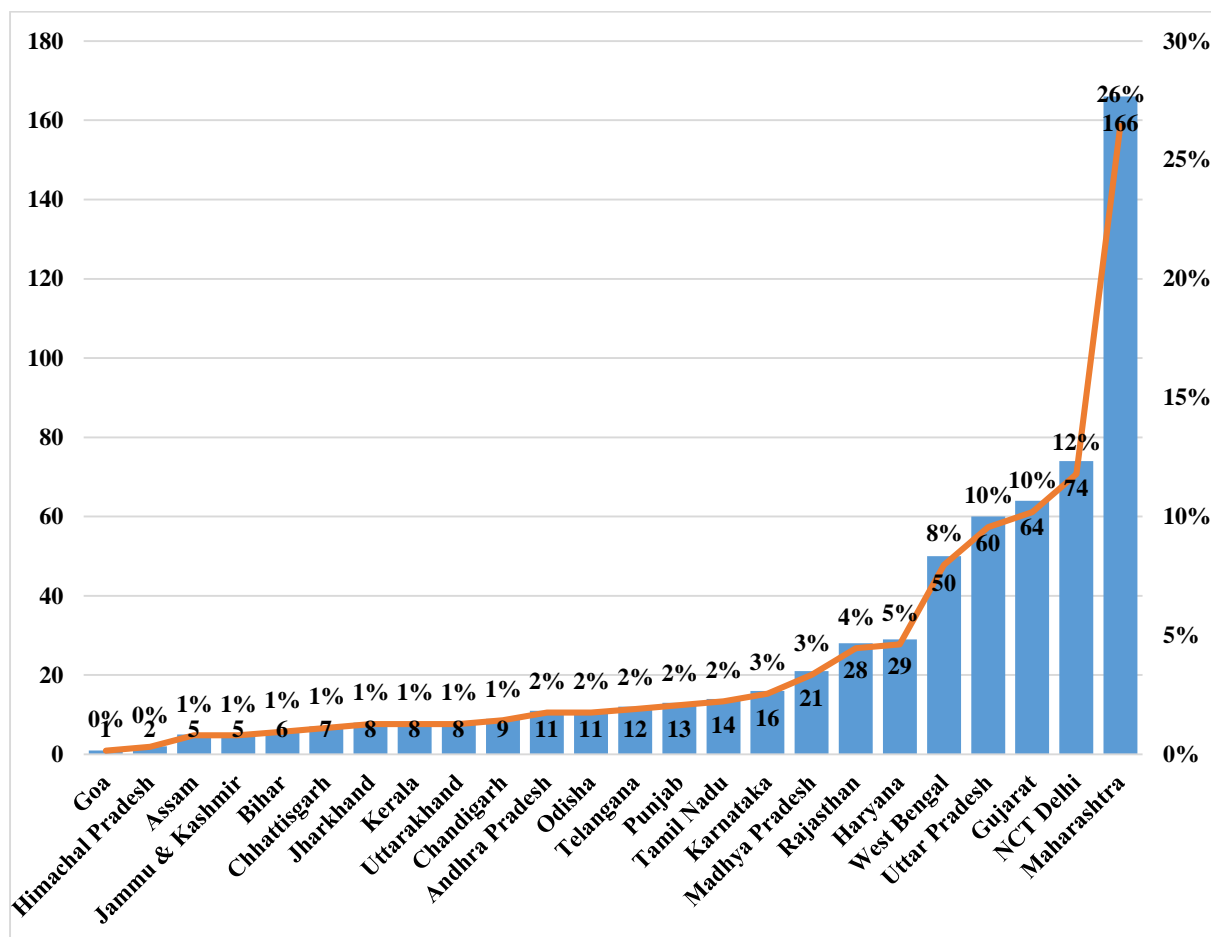
⁴ Finance & Audit includes Finance, Banking, Audit & Tax, IT & Engineering includes IT, Engineering, Telecom, Oil & Gas, Management & Operations includes Admin, HR, Management, Operations & Project Management, Manufacturing & Construction includes Manufacturing, Automobile, Construction, Design & Fashion Marketing & Media includes Marketing, Sales, Media & PR, Research & Analytics Includes Research, Analytics & Consultancy Other includes Education, Healthcare, Insurance, Social, Service etc.

⁵ Other Languages include Punjabi, Konkani, Rajasthani, Sanskrit, Tulu, Assamese, Maithili, Kachhi, Kashmiri, Pahadi

Geographic spread of students

More than 26% (166 students) were located in Maharashtra. A little less than 12% (74 students) were from National Capital Territory of Delhi. Around 10% students were from Uttar Pradesh as well as from Gujarat.

Fig 3.10 : State-wise Number of Students



Internship Preference Areas

To understand students' internship area preferences, the following six broad categories of development sectors were shared in the students data form:-

1. Animal Rights
2. Child Welfare
3. Community Development
4. Differently Abled
5. Economic Empowerment
6. Health
7. Micro Finance
8. Women Empowerment

Students were requested to provide their four preferences for interning in development sector organisations. See Fig 3.11 to Fig 3.14.

Fig 3.11 : Preference 1

In first preference maximum i.e. 404 students opted for Child Welfare. Working in Animal Rights area was preferred by 170 students

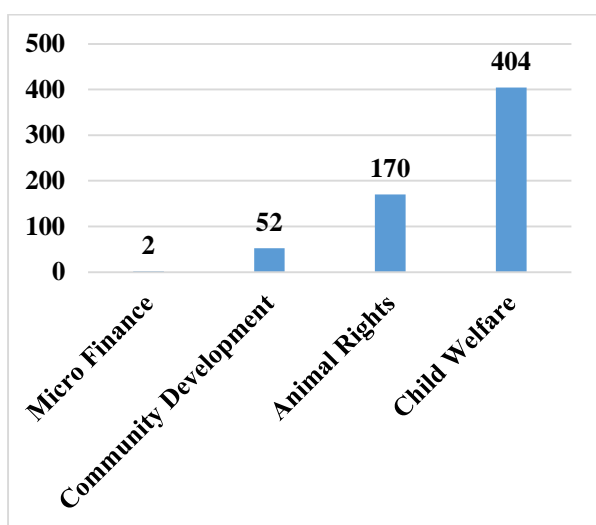


Fig 3.12 : Preference 2

In all 334 students selected Community Development area in second preference. More than 100 students preferred for Economic Empowerment and Child Welfare areas.

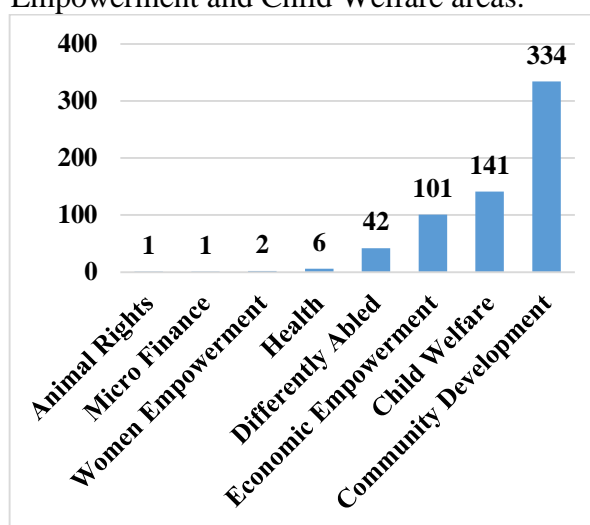


Fig 3.12 : Preference 3⁶

In third preference 223 students selected Economic Empowerment as their preferred area

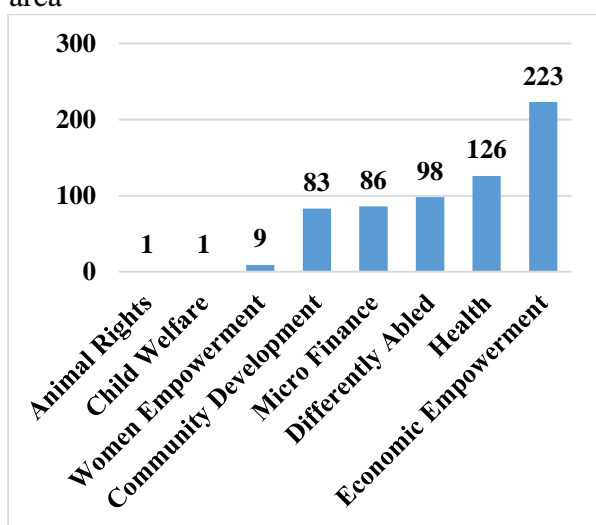
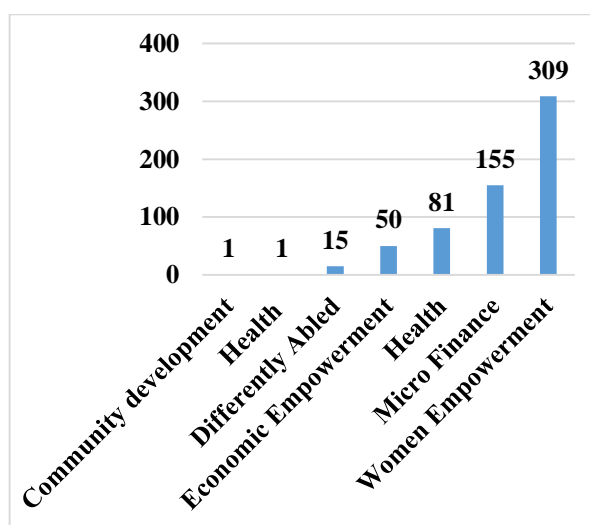


Fig 3.13 : Preference 4⁷

Women Empowerment was selected as preference in fourth place by 309 students.



⁶ Out of 628, one student selected only two preference areas instead of four.

⁷ Out of 628, sixteen students selected only three preference areas instead of four.

4. Organizational Placement Profile

Students were placed based on strategic alignment between student's interest, skillsets, language, prior experience along with the organisation's requirements. By and large organisations selected the students after interviewing them before finalizing the placement. In all 628 students were placed in 254 social sector organizations including CSR departments across twenty-two states and two union territories. See fig. 4.1 & 4.2

Fig 4.1 : We Care Placements – Overview

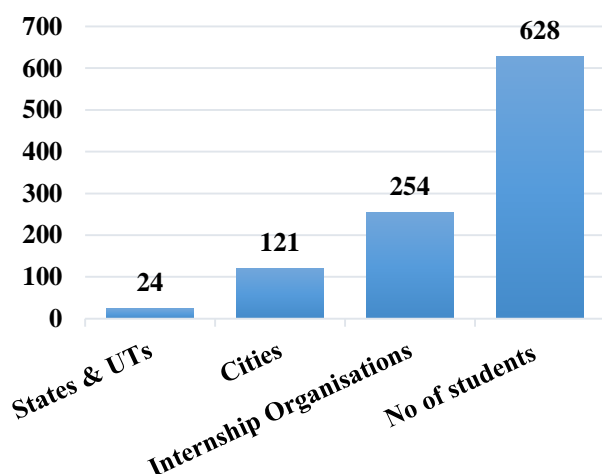


Fig 4.2 : Zone-wise Placements Distribution

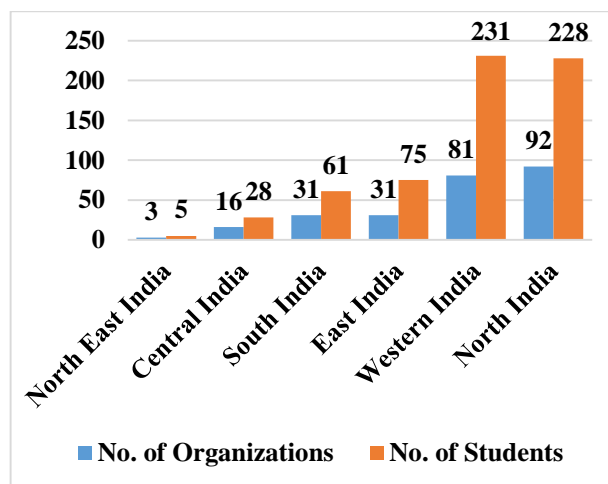


Fig 4.3 (A) and (B) below displays cross-sector wise distribution of organisations as well as students.

Fig 4.3 (A) : Distribution of Organizations (Cross-sector wise)

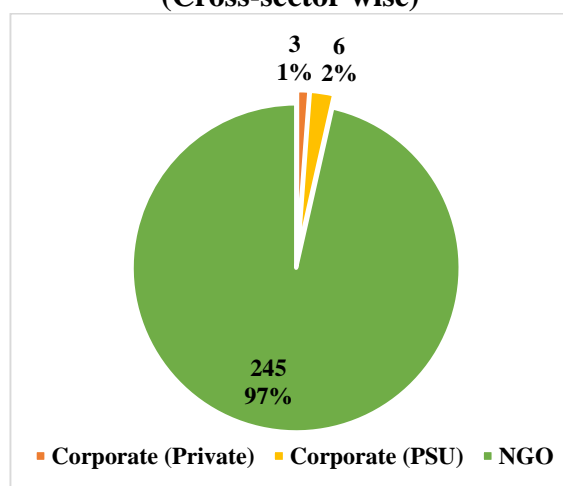
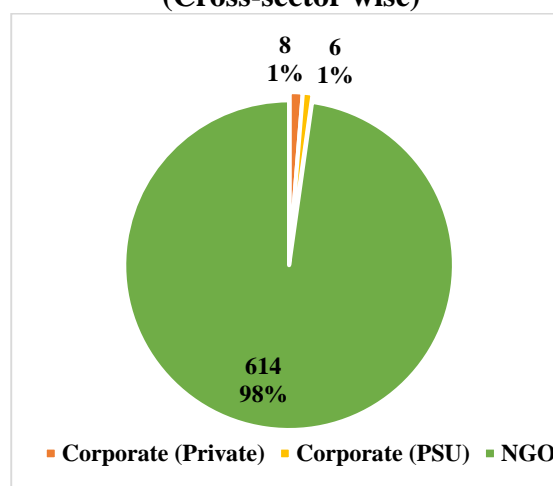


Fig 4.3 (B) : Distribution of Students (Cross-sector wise)



In all 14 students were placed in nine CSR departments. Amongst them, eight students were placed in CSR departments of public sector undertakings and six students in private sector.

5. Feedback students

Feedback was solicited through online feedback forms both from the students as well as the internship organizations. Objectives and feedback data points of the student feedback form are mentioned in Table 3 below. (Refer Annexure V for Student Feedback Form) In all 624 students submitted their feedback.

Table 3 : Students' Feedback : Objectives and Data Points

Feedback Objectives	Feedback Data Points
a. Examine the opinion of students regarding level of satisfaction with internship organizations, project execution, clarity of reporting, support provided by the faculty mentors and students' learning's from the internship.	a. Satisfaction levels with regard to internship organizations
b. Recognize special contributions made by the students.	b. Project Execution
c. Solicit recommendations from students for strengthening We Care internship	c. Clarity for Reporting
	d. Special Contributions
	e. Learnings from the Internship
	f. Support received from faculty mentors
	g. Suggestions for future

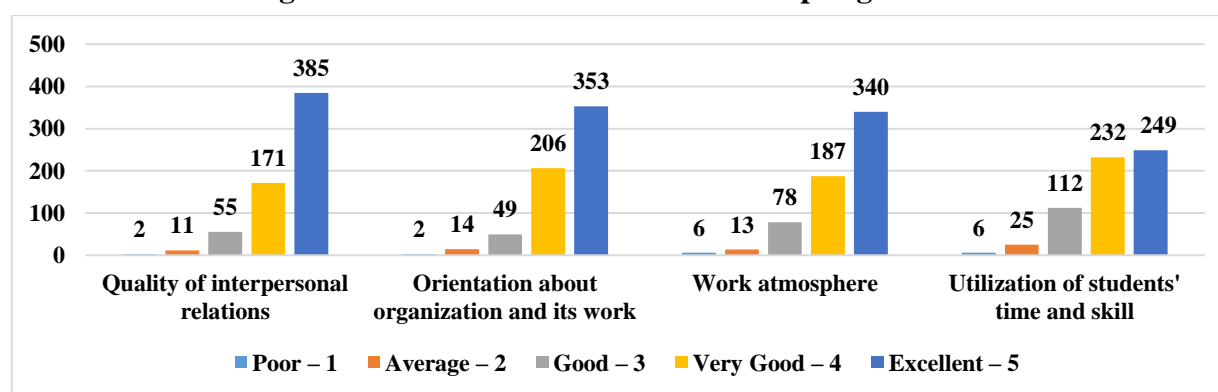
Following analysis is based on the quantitative feedback submitted by 624 students.

5.1 Level of Satisfaction: Internship organizations

The level of satisfaction of the students with the internship organization was measured on a five-point rating scale ranging from 'Excellent' (5) to 'Very Poor' (1). The data reveals that 89% (558 students) reported experiencing high level of satisfaction with internship organisation. Moderate level of satisfaction was reported by 10% (64 students).

The parameters used to infer the level of satisfaction were a) quality of interpersonal relationship; b) orientation provided to interns; c) working atmosphere provided to interns and d) utilization of intern's time. (See Fig 5.1).

Fig 5.1 : Level of Satisfaction : Internship organisation



It can be observed from the data that students expressed high level of satisfaction on each parameter.

Interpersonal relations and work atmosphere

High level of satisfaction about interpersonal relations during their association with internship organisations was reported by 62% (385) students. Also 54% (340) students felt that work culture in their respective internship organisations was excellent. They observed that the employees were dedicated and had high level of motivation. The interns had a good learning experience by observing

and interacting with employees. For instance, Mr. Ankit Gupta, placed in Society for Action in Community Health (SACH), Ludhiana (Punjab) mentioned, *“I appreciate the way my organization mentor communicated and made people comfortable easily in the organization.”* Mr. Arjit Bhargava, intern at Shramik Bharti, Kanpur (Uttar Pradesh) reported, *“Interactions with the internship mentor (CEO) were extremely enlightening and I was able to enrich my knowledge about the different ways of running a business and ensuring the motivation of employees is kept sky-high.”* Ms. Saumya Mishra, who was placed in CRY - Child Rights and You, Mumbai (Maharashtra) stated, *“I understood the importance of praising employees for the good things they do. I also understood the importance of having the right balance of corporate culture and humanity.”* Mr. Shikhar Agrawal, Blind People's Association, Ahmedabad (Gujarat) reported, *“I learnt that the organisation culture is very important to work dedicatedly towards a common goal.”*

Organisation and their work

With regard to orientation about organisation and its work, 57% (353) students expressed high level of satisfaction. The students observed that the organisations in which they were placed are dedicated for betterment of the community and were well organized in operational aspect. For example, Mr. Tanmay Bajpai, who interned with Ashadeep, Guwahati (Assam) shared, *“Our NGO is dedicated for betterment of intellectually disabled students and it was a great experience working with them, as we learnt about the challenges faced by these people and how it is not impossible to deal with them. Working on live projects helped us to gain insights from the field research.”* Mr. Ramnarayanan P S, who was placed in Chelai - Action for Child Labour, Chennai (Tamil Nadu) reported, *“We found our projects are time-bound, specific and aligned with the values of the NGO.”* Mr. Aayush Aggarwal, intern with Sukarya, Gurugram (Haryana) shared, *“I experienced how organisations like Sukarya work selflessly without any greed to help those in need, which is visible in each and every employee of the organisation. I also learnt how fortunate I am to be living the life I got, which includes a number of things I take for granted.”*

Utilization of interns' knowledge and skills

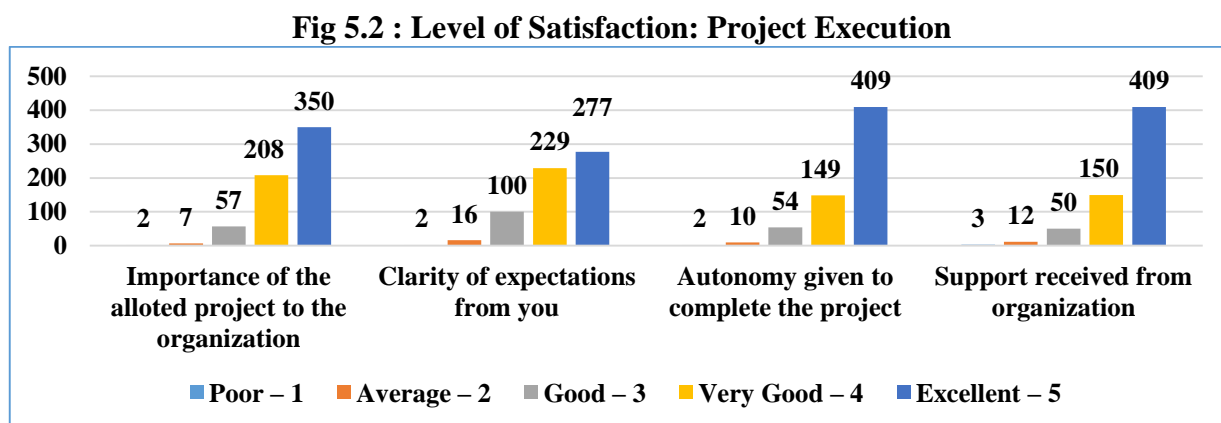
The students felt that their organizations provided them opportunity to utilize their management learnings. They also reported that their management knowledge and skills were put to use. For instance, Mr. Anand B Menon, Welfare Services Ernakulam, Kochi (Kerala) mentioned, *“We got to utilize some of the learnings from college in situations to help the needy.”* Mr. Sai Praneeth Patnaik, who was placed in Prajwal Vani Welfare Society, Visakhapatnam (Andhra Pradesh) stated, *“I learnt application of management skills in low key organisation.”* Mr. Ratnesh Mishra, who interned with Aarambh Education & Community Development Society, Indore (Madhya Pradesh) reported, *“I got to know the importance of this programme as organisation may or may not have expertise in marketing, finance and campaigning. We as management institute scholars can lend our support and help them in achieving their targets swiftly.”* Mr. Shubhayu Khedia, intern with Sahjeevan Samiti, Shahdol (Madhya Pradesh) stated, *“I customized some of the literature, which was already available with the organization, into marketing frameworks learnt during MBA.”*

Ms. Sachi Ahuja, Centre for Civil Society, New Delhi stated, *“I was lucky to have got an internship in Marketing area which I would be pursuing in future. So getting such an experience always adds more learning and greater will to work.”* Mr. Tanveer Singh Gaba, Society for Action in Community Health(SACH), Ludhiana (Punjab) informed, *“I contributed by using the knowledge in the fields of marketing and finance for their product i.e. Mustard oil. I also used oral communication skills to convey the importance of effective waste management to villagers.”* Ms. Adithi Hulyalkar, who interned with Nav Srishti, Faridabad (Haryana) mentioned, *“We were able to ensure that the organization utilizes our business skills such as presenting, creating reports, and conducting outreach programmes.”* Mr. Sarang Modi, Boruka Public Welfare Trust, Kolkata (West Bengal) mentioned, *“I became more socially aware. The internship helped me to use my skills for a good cause and understanding the plight of the HIV/AIDS affected students.”*

5.2 Level of Satisfaction: Project Execution

Level of satisfaction of the interns regarding project execution was measured on a five-point rating scale ranging from 'Excellent' (5) to 'Very Poor' (1). In the current year 92% (575 students) experienced higher level of satisfaction with regard to project execution. Moderate level of satisfaction was reported by 8% (48 students).

The parameters used to infer level of satisfaction were a) importance of the project to the organization; b) clarity of expectations; c) autonomy given to complete the project and d) support received from organization mentor to complete the project. (See fig 5.2)



High level of satisfaction regarding project execution was reported by the students on each parameter.

Importance of Project & Clarity of expectations

More than 80% of the respondents expressed higher level of satisfaction with regard to importance of the allocated project and clarity of expectations. It can be interpreted from the students' feedback that they were clear about importance and the relevance of the projects which were assigned to them. Ms. Mehak Gupta, who interned with SOS Children's Village, Jammu expressed, *"I got an understanding how initiatives to help strengthen families by providing financial literacy and helping them increase their financial capabilities can subsequently help them to have a sustainable livelihood."*

Ms. Shreya Jha, intern with Jan Mitram Kalyan Samiti, Raigarh (Chhattisgarh) stated, *"Any organisation (whether for profit or not-for profit) has to have a basic vision and mission in order to sustain. In a rainfall dependent country like India, there is a need for programs such as watershed management which basically aims at improving ground water level by slowing down the process of water flowing to the ocean or sea after precipitation. Most importantly, as a manager having the authority to make or influence decisions, it is highly important to take a CSR or community perspective into account. This would benefit the society and in turn will increase the longevity of the organisation as well."*

Autonomy for project completion & support

Quantitative feedback indicates, that around 90% of respondents expressed higher level of satisfaction with regard to autonomy given to students for completing their projects. Students reported that they received guidance and support from their respective organisational mentors whenever they asked for.

A few students expressed that during the internship they experienced working with complete autonomy. Overall the students were satisfied with regard to support received from organisation. For

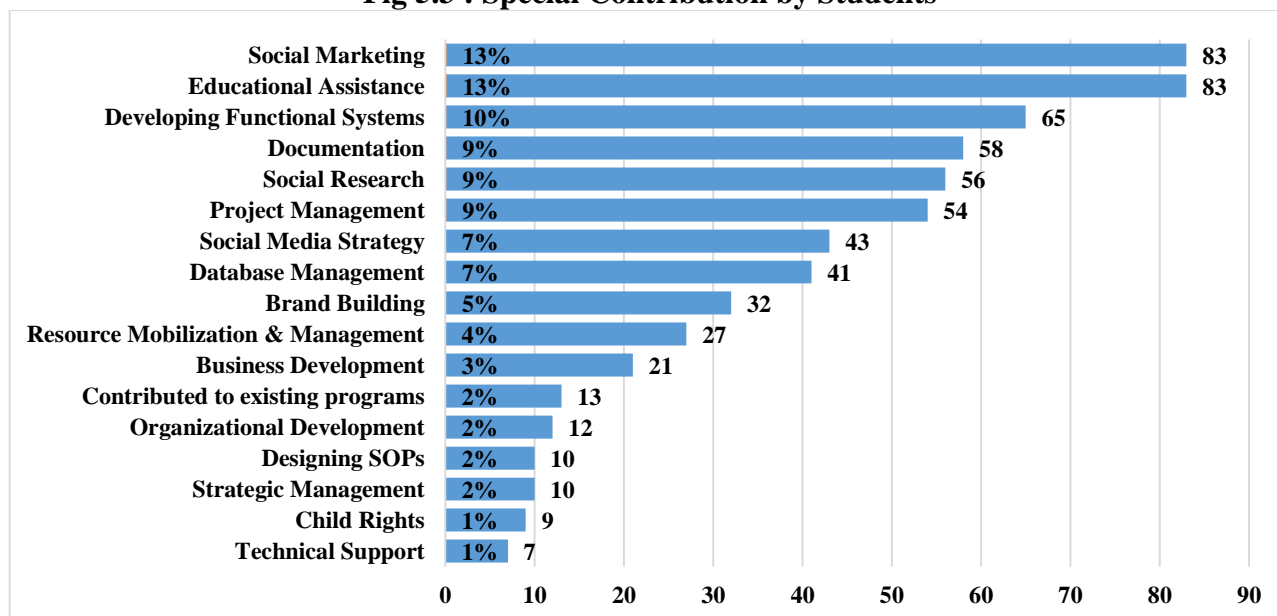
example, Ms. Prachi Toshniwal, who was placed in Arpan, Mumbai (Maharashtra) mentioned “*Being a fresher, we got an opportunity to work with full autonomy in a corporate environment and we learnt how to pitch to a prospectus client.*” Ms. Jalaj Malhotra, an intern with Sujaya Foundation, Mumbai (Maharashtra) reported that “*The internship gave me an opportunity and freedom to contribute.*”

A minor number students reported that it is difficult to be in touch with organisational mentor if the organisational head is assigned as mentor or the mentor is too occupied with the official work. For example, Mr. Shrey Mahant, intern with Deepak Foundation, Vadodara (Gujarat) suggested, “*Avoid assigning the director as the mentor, as it is difficult to be in continuous contact with them regarding the project.*”

5.3 Contribution by Students

Students made special contribution in various areas. Based on the nature of projects assigned and contribution made by students the data was segregated as listed in Fig 5.3. Major contributions were made in the area of social marketing and educational assistance.

Fig 5.3 : Special Contribution by Students



Social Marketing

It is observed from the data that, 13% (83 students) who worked on social marketing contributed for designing marketing strategy and scaling up NGO’s interventions. Mr. Abhishek Mujumdar, intern with Deepak Foundation, Vadodara (Gujarat) mentioned, “*I designed marketing strategy for services of Deepak Occupational Health Center for future implementation. I also provided them 5 genuine leads for the services and converted one potential client to a final client.*” Mr. Manan Thacker, SETU Abhiyan, Bhuj (Gujarat), “*I provided the NGO with a go-to-market strategy in order to bring their product out in the market.*” Ms. Aishwarya Tirthgirikar, Annapurna Pariwar, Pune (Maharashtra) informed, “*I assisted the NGO in designing promotional strategies for the NGO’s special FD scheme and competitor analysis of over 20 competitors.*”

Ms. Ridhima Grover, intern with Chetana Conscience of Women, New Delhi mentioned, “*Through community visit in Timarpur slum I explored areas where the NGO can start new development projects.*” Ms. Sunidhi Sharma, SOS Children's Village, Jammu stated, “*I helped SOS Children's Village to identify families for enrolment in the program Family Strengthening Program. I visited the*

families, collected information along with relevant documents and prepared an exhaustive database for around 100+ families in 3 villages in Jammu- Khariyan, Tirlokpur and Bahu Fort. I also helped the NGO to form self-help groups and provide them assistance for future benefits.”

Students contributed in increasing their respective organisations’ visibility. This included organizing awareness campaigns, promotional events. Ms. Milandeep Kaur Bhatia, Utthan Institute of Development and Studies, Yamunanagar (Haryana) reported, *“We reached to thousands of students and shared information about Childline. We provided career counselling to many students staying in rural areas.”* Mr. Siddharth Bhutani, who was placed in Subhag Foundation, New Delhi mentioned, *“I helped in organizing anti-abuse workshops at schools, organising fundraising event- Udgam and flagging off NGO’s new initiative -sponsor a child. I also designed presentation and newsletter for fundraising.”* Ms. Pooja Tiwary, SOS Children's Village, Rourkela (Odisha), informed, *“The child rights awareness session that I took in Nehrupali village motivated two mothers to send their girl child to school who previously were helping her in business.”*

Mr. Arjun Gandotra, Social Welfare Department, Udhampur (Jammu & Kashmir) mentioned, *“I undertook an awareness project with the District Child Welfare Department which is also under the purview of the Social Welfare Department. I assisted in designing the District Accessibility plan for General Elections which is being initiated by the department for the first time and will be run in collaboration with the Election Commission of India. I developed a process to facilitate Aadhar seeding with the welfare schemes.”* Ms. Divyapreet Kaur Khanuja, intern with Jan Sahas Social Development Society, Dewas (Madhya Pradesh) informed, *“We were a part of the various sessions conducted as part of starting a dialogue on the Constitution of India among the community. We gave feedback on and gave suggestions for the strategy to be used for the Samvidhaan Aur Naagrikta programme. We also participated in the Dewas leg of the Dignity March, to show our solidarity and support to survivors of sexual violence.”* Ms. Priyanka Sehgal, who interned with Muskaan, Bhopal (Madhya Pradesh) reported, *“I learnt how to make an eco-friendly handmade soap and later conducted workshops on it for the Basti youth, which they can later take up as a dignified livelihood option.”*

Students helped the organisations in marketing their products, making posters, banners, promotional material, documentaries and videos, upgradation of their website. Mr. Chirag Sanil, who was placed in Development Support Team, Ankleshwar (Gujarat) *“I assisted the organization in their three major projects ie. The National AIDS Control Programme (NACP) migrant, Female Sex worker (FSW) and Permanent Account Number (PAN) card registration. I helped the organization in social marketing of their organic products and in mapping the hotspots of their High Risk Group.”* Mr. Parmeet Singh, who interned with Nipun, New Delhi stated, *“I was involved with the extraction and gathering of data for Nipun to prepare their Meera Bagh Centre Profile Report. I also undertook many marketing initiatives like poster designing, nukad nataks and volunteering in community programmes to mobilize parents of nearby slum areas to send their children at Nipun for gaining education.”* Ms. Palak Jalan, ETASHA Society, New Delhi mentioned *“I attended Career Conclave to take interviews of students and promote Etasha, prepared marketing PPT, conducted telephonic and online surveys for Edu serve and Etasha. I also designed the thank you note for the Art Exhibition, documented success stories for individual clients of Edu serve and placed trainees of Etasha Society.”*

Mr. Ravi Kothari, who was placed in Aastha Parivaar, Mumbai (Maharashtra) stated, *“I redesigned the entire website for the NGO, optimised website infrastructure and loading time. I also assisted Aastha Parivaar in developing future business opportunities.”* Mr. Saumil Lotia, Navjeevan Trust, Rajkot (Gujarat), *“I made two documentaries for two programs to increase visibility of Navjeevan Trust.”* Mr. Yajur Gulati, Janhit Foundation, Meerut (Uttar Pradesh) stated, *“I assisted in developing*

promotional material for the NGO which is to be printed and distributed across city and promoted NGO Jingle through local radio channel of Meerut.”

Educational Assistance

In all 13% (83) students contributed in various educational and extracurricular activities of student beneficiaries. They helped teachers in teaching, preparing the students for examinations, developing new pedagogy as well as in conducting sessions on digital learning, soft skills and life skills. Thirteen students placed in Saalaam Bombay Foundation developed financial literacy and entrepreneurship modules and conducted sessions on the same in various government schools across Mumbai.

Mr. Paavan Maniar, who was placed in Navjeevan Trust, Surendranagar (Gujarat) mentioned *“Primary project that I contributed was Skills to Succeed program of the NGO. Focus areas were teaching English and Gujarati languages and digital literacy of Gmail, Google and LinkedIn.”* Mr. Samarjeet Kataria, who interned with Agrasar, Gurugram (Haryana) stated *“I conducted session on topics like hygiene, nutrition, honesty, bullying, etc. for children of Islampur and Sikanderpur Villages. I taught basic English and Hindi to the students of government schools in both the cities. I prepared street play for community awareness on Corporal punishment and conducted sessions with local community on various topics.”* Mr. Vaibhav Jindal, who was placed in ANK, New Delhi informed, *“Our team developed a 60 hours’ module on soft skills training which was well received and applauded. This soft skills module will be deployed at 4 centres aimed to provide soft skills training to around 500 students every year.”* Ms. Paridhi Khandelwal, who interned with I-India, Jaipur (Rajasthan) mentioned, *“We contributed in teaching kids from Class 3rd to 5th; creating charts to make them learn the concepts better and conducting combined assemblies on basic manners and hygiene. We also helped in formulating question papers and conducting revision sessions linked with rewards for the kids.”*

Mr. Saurav Mishra, who was placed in Hope Kolkata Foundation, Kolkata (West Bengal) informed *“I contributed in life skills training.”* Ms. Anindita Deb intern with EFRAH (Empowerment for Rehabilitation, Academic & Health), New Delhi informed, *“After taking permission from the organisation mentor, we tried to bring about a practical aspect in vocational training projects. This included various sessions on basics of job interview, multiple rounds of mock interviews and using the audio/visual medium. Many were able to clear the interviews and get the job subsequently. The improvement in their confidence and articulation has been immense.”* Students also contributed in skill development activities for beneficiaries of their internship organisations. Ms. Kshiti Bhat, who was placed in Srujna, Mumbai (Maharashtra), reported, *“I made a financial literacy curriculum and PPT which can be used in the future by the NGO for conducting workshops at their centres. I also conducted a financial literacy workshop at one of the centres to create awareness about investments including ponzi schemes.”*

Developing Functional Systems

In all 10% of the respondents (65 students) helped the organisations in developing their systems. Their contribution included reviewing policies, observing existing operations and recommending measures to improve organisational efficiency. Students helped the organisations in redesigning policies, standardizing their processes and formats. Based on results of SWOT analysis or financial analysis students provided respective organisations with recommendations for organisational sustainability.

Mr. Yuvraj Ramgadiya, an intern placed in Deepak Foundation, Vadodara (Gujarat) informed, *“I carried out historical trend analysis of the organisation's expenses for the past 4 years and suggested cost control areas.”* Mr. Anand Menon, Welfare Services Ernakulam, Kochi (Kerala), reported, *“I helped the NGO with assessing and giving feedback to the grading system used to check the viability of giving loans to self-help groups.”* Ms. Devyani Garg, Community Development Society (CDS),

Nagpur (Maharashtra) stated, *"I analysed past financial data of the organization to assess losses. I also gave recommendation about areas of improvement for the sustainability of CDS."* Mr. Siddharth Sethi, Balajee Sewa Sansthan, Dehradun (Uttarakhand) informed, *"I improved the process of Microfinancing which is organisation's key initiative."*

Ms. Rajsantosi Mohapatra, intern with Bal Bhavan Society, Vadodara (Gujarat) mentioned, *"I contributed for enhancement of assessment tool and creation of profiles of the disabled children."* Mr. Deshaj Pandit, intern with Bharti Foundation, Gurugram (Haryana), reported, *"I provided various recommendations to improve and enhance the school grading system for Satya Bharti Quality Support Program."* Mr. Shreyas H S, intern with Make-A-Wish Foundation of India, Bengaluru (Karnataka), informed, *"I suggested some improvements in operations which resulted in a reduction in the time taken to fulfill wishes of kids."* Ms. Avanti Dasgupta, intern with Smile Foundation, Kolkata (West Bengal) stated, *"I helped the NGO in controlling absenteeism through regular fun sessions."*

Mr. Aniket Shah, intern with Navsarjan Trust, Surat (Gujarat) reported, *"I helped the NGO to make an appropriate system through which they can get more plastic waste."* Mr. Anshul Krishnani, Ramashiv Bahuudeshiya Vikas Samiti, Rewa (Madhya Pradesh) informed, *"I helped the NGO to improve their action plan by including areas that need more attention of the outreach program rather than randomly choosing areas."* Mr. Rajat Kedia, intern with Swasth Foundation, Mumbai (Maharashtra) stated, *"I have helped streamline the inventory operations for the organize and helped them to reduce inventory cost."* Mr. Satya Jaiswal, Spring Health Water India Private Limited, Bhubaneswar (Odisha) stated, *"Recommendation given by me beyond the objective stated was in terms of how their executives should be motivated and incentivized in acquisition of the customers. Customer referral program by the customer themselves was also another contribution."*

Mr. Pranay Sanan, Aastha Parivaar, Mumbai (Maharashtra), reported, *"I was specifically involved in looking over the various HR policies set by the organisation at its inception and update the manual. I was also responsible for drafting new contracts of and for service along with confidentiality agreements, which would be used by Aastha Parivaar whilst hiring new recruits in the future."* Ms. Aishwarya Deshmukh, Deesha Education Foundation, Amravati (Maharashtra) informed, *"I designed a volunteer policy manual for Deesha with well-defined guidelines to be followed by volunteers."* Mr. Vaibhav Sharma, Manzil Welfare Society, New Delhi reported, *"My contribution included helping the students with reports, CV making, mock interviews, stress handling, guidance regarding giving exam. I also helped in improving the procedures at kotla school, designing teacher review process, giving suggestions to improve the reading and writing culture of Manzil."*

Ms. Rashi Gupta, who was placed in Save the Children India, Mumbai (Maharashtra) informed, *"I helped in drafting a standardized format for teacher assessments, prepared proposals for fund raising, collected and analysed case stories for organisation storytelling and communication."* Mr. Shivam Gupta, Smile Foundation, Mumbai (Maharashtra) reported, *"We provided Smile Foundation with things which will help them in strengthening the placement process. It included standard CV format, common interview questions, interview answers for specific sector (BPO, Retail, Hospitality etc.), job preference form and interview feedback form."* Mr. Vaibhav Gupta, ETASHA Society, New Delhi informed, *"I contributed in streamlining and synchronization of the Placement Report as well as standardization of data field entry across placement report. This resulted in both time saving and simplifying the analysis of the reports made by the placement team. The data entry and extraction process became more easy and less error prone."* Mr. Chinoy Jain, who was placed in Vaagdhara, Banswara (Rajasthan), informed, *"I improved the IT infrastructure of the organization and suggested some tools to improve the report mileage."*

Social Research

During their internship, 9% (56) students were involved in conducting social research. They conducted primary and secondary research, which helped the organisations in their decision making process. For instance, Mr. Sahil Singhal, intern with Navjyoti India Foundation, New Delhi reported, *"I helped the NGO in the decision making process for the resource allocation in the Auchandi village by conducting a digital literacy survey."* Mr. Raghav Rawat, intern with Gramin Vikas Evam Paryavaran Sanstha (GVEPS), Dausa (Rajasthan) mentioned, *"I conducted survey of more than 160 families in 6 villages. My report is going to be used by the organisation to conduct training workshops in those villages."* Ms. Aarzu Wadhwa, who was placed in Vishwa Ashraya Sansthan (VAS), Palampur (Himachal Pradesh) informed, *"I conducted survey which helped the organisation to come up with a community development plan for Kandbadi (a village in Palampur). I also drafted a report for development of a wellness Retreat (to promote medical tourism). This will lead to employment and job creation in the community"*

Ms. Tanuja N, Association for the Rural Development (ARD), Nellore (Andhra Pradesh) informed, *"I gathered insights about the current situation of tribal communities in nine villages and identified challenges in the community development."* Mr. Darsh Mehta, intern with Blind People's Association, Ahmedabad (Gujarat), *"We helped in conducting impact analysis of the wheelchair beneficiaries."* Ms. Snehil Dagur, Narmadanagar Rural Development Society (NARDES), Bharuch (Gujarat) reported, *"I contributed in impact assessment of women in Neem production unit (carrying forward the work done by UNDP for Neem seed collectors)"*

Mr. Ujjwal Gupta, Social and Development Research and Action Group (SADRAG), Ghaziabad (Uttar Pradesh) informed, *"We visited four villages to analyse the effectiveness of medical camps. Our report will be helpful for the organization to organize medical camps and send the proposal to the government for their help."* Ms. Anvi Johari, Sri Aurobindo Society, Ghaziabad (Uttar Pradesh) mentioned, *"I helped the organization in their new initiative - Project Inclusion. Under this project, I did secondary research related to mental disorders and their connection with Heart rate variability."* Mr. Dishant Nagpal, Salaam Baalak Trust, New Delhi reported, *"I helped the organisation in carrying out field surveys for approximately 300 children living on the streets who do not have access to aadhaar and pan cards."*

Mr. Gade Venkatesh, intern with Adarsh Seva Sansthan, Jamshedpur (Jharkhand) mentioned, *"I prepared a field report on the issue of child marriage in the urban slums. This report would further be used by the organisation to lobby with government authorities in future."* Mr. Siddharth Kumbhojkar, who was placed in Pragati Abhiyan, Nashik (Maharashtra) informed, *"Our project scope was limited to the study of supply chain of small millets. However, we also researched the processing involved in the entire process, various stakeholders with their value addition and profit margins. A detailed secondary research was also conducted and presented to the organisation for future utilization."* Mr. Utkarsha Gupta, Gorakhpur Environmental Action Group (GEAG), Gorakhpur (Uttar Pradesh) stated, *"I contributed in the cost benefit analysis of the farming techniques employed by few of the model farmers who work in association with GEAG."* Mr. Raghvendra Rath, who was placed in Right Track, Kolkata (West Bengal), *"We conducted a survey to conclude why 'Children don't go to school' in 16Bigha and Brace Bridge. We also conducted a child labour survey at 16th Coalberth Road."*

Social Media Strategy & Brand Building

Contribution in the area of social media strategy and brand building was made by 7% (43) students. This included recommending and implementing strategy to increase visibility of the internship organisation as well their presence on social media.

The students helped the organisations to increase their visibility or collaborate for fundraising on various portals like Facebook, Instagram, YouTube, Google AdWords, Google Grants, Letzchange, Allevants.in and Justdial. For example, Mr. Sagar Gudi, who was placed in Sethu (Sethu Centre for Child Development and Family Guidance), Porvorim (Goa) informed, *“I created campaigns on AdWords for increasing Sethu’s visibility across the country as well as in target countries viz. USA, Portugal. I also created and curated content for Facebook to improve audience engagement, drafted a social media practices document to help the NGO to streamline their online accounts.”* Mr. Kishan Gohel, Saurashtra Medical & Educational Charitable Trust, Rajkot (Gujarat) reported, *“I developed digital marketing strategies along with creation of promotional material. I increased their digital presence by listing NGO on Allevants.in and Justdial.”* Mr. George Santhosh, who interned with Adarsh Charitable Trust, Kochi (Kerala) informed, *“I made promotional videos of the vocational activities at Adarsh and uploaded on YouTube as well as on the NGO’s social media handles. I also raised money for Adarsh through Letzchange portal.”*

Mr. Kunal Shah, who interned with Arpan, Mumbai (Maharashtra) mentioned, *“I identified key influencers on social media as well as on news media, shortlisted influencers on Twitter and Facebook. I recommended strategies to improve digital presence and website of Arpan. Wrote Blogs for Arpan in English and Hindi. I also created template of how videos should be uploaded on YouTube to get the maximum reach.”* Ms. Sabaa Hayat, intern with Piramal Foundation (Gandhi Fellowship), New Delhi, reported *“As an intern, my major contribution to the organisation was in terms of the content that is put up on the blog and social media websites. I had ownership of the blog, and have published several edited stories with pictures. I have edited mentor bytes and alum stories. For LinkedIn I have made a calendar for February and March's posts. Additionally, I have worked on certain posts for the Facebook handle of Gandhi Fellowship.”*

Students placed in Society for Service to Voluntary Agencies (SOSVA), Chandigarh reported, *“Proposal for CSR collaboration was sent to USHA international for providing sewing machines. Also proposal was sent to UNICHARM for partnering with the NGO to provide sanitary napkins at subsidized rates.”* Students who interned with Nav Srishti, Faridabad (Haryana) initiated CSR collaborations with a manufacturing firm as well as facilitating collaborations with an NGO for skill development initiative for women.

Mr. Ratnesh Mishra, who interned with Aarambh Education & Community Development Society, Indore (Madhya Pradesh) reported, *“I conducted career counselling sessions for the Children. I contacted various local MSME's and bodies to make them aware about the NGO and their work. This will serve the organisation in the long run as people will start recognizing them more. Also, I was able to provide the organisation with local benefactors who will provide item of daily use. This helped the organisation economically.”* Mr. Jaskaran Singh, an intern with Utthan Institute of Development and Studies, Yamunanagar (Haryana) stated, *“I helped in tie-up with notebook manufacturers to create awareness about Child Line among children.”*

Strategic Management & Business / Organisational Development

In all 7% (43 students) reported that they contributed towards strategic management of the organisation and in various activities which has boosted process of business development. They helped organisations in designing strategy for business expansion, event plan, designing business model, tie-ups with local vendors and so on.

Mr. Arjit Bhargava, who interned with Shramik Bharti, Kanpur (Uttar Pradesh) informed, *“I helped in creating strategy for expansion of business in the retail sector in the local market. I also contributed in market research, creating communication plans for partnering with other organic players across the country and devising an IT strategy for integrating into the business.”* Ms. Puja

Agarwal, intern with Durbar Mahila Samanawya Committee, Kolkata (West Bengal) stated, *“I developed a road map for a high quality pre-event communication for TransBosonto Utsab '2019.”*

Mr. Tanmay Bajpai, who interned with Ashadeep, Guwahati (Assam) mentioned, *“We developed a revenue model to document the profit analysis of handicraft products. The model calculates specific costs, required volume, profit as per inputs entered by the NGO and can be changed accordingly. This helped the NGO in preparing reports and planning for future.”* Mr. Kumar Shubham, Aga Khan Rural Support Programme (India), Muzaffarpur (Bihar) reported, *“After understanding the problems of farmers in the 5 villages assigned, I developed a marketing model for selling farmers produce and analysed the scopes of food processing in case of over production. I have also proposed a solar fencing project which is the need of the hour for Bihar farmers and the organization can actually implement the project in the near future.”*

Mr. Chinmay Kapadia, who was placed in Navsarjan Trust, Surat (Gujarat) mentioned, *“I contributed in market research regarding plastic waste management and in depth market research about setting up manufacturing plant for sanitary pads.”* Ms. Sonal P, Saahas Waste Management Pvt. Ltd., Bengaluru (Karnataka) stated, *“We developed macro and micro economic strategic tools for E Waste management.”* Ms. Rasika Kakde, intern with Under the Mango Tree, Mumbai (Maharashtra) informed, *“We designed a business model for commercial pollination services, pricing model for urban beekeeping, participated in baseline surveys and prepared PowerPoint decks for the organization.”* Mr. Amey Lele, Amrapali Utkarsh Sangh, Nagpur (Maharashtra) stated, *“We developed a financial model for their goat farming project to know it's feasibility and funding requirement.”* Mr. Kuber Sharma, Society for Action in Community Health(SACH), Ludhiana (Punjab) informed, *“I contributed in creating a business model for goat farming.”*

Mr. Rakesh Raushan, intern with Gramin Evam Nagar Vikas Parishad, Patna (Bihar) informed, *“I provided business plan for their new initiative ‘Lighting Lives’, where NGO is planning to rehabilitate beggars and ultra-poor by providing them the facility for candle making business and enabling them to earn their livelihood in a dignified manner.”* Mr. Shuvam Banerjee, Speech And Hearing Action Society (SAHAS), Durgapur (West Bengal), stated, *“I helped in making business model for the creche cum child development centre.”* Ms. Shruti Kanitkar, who was placed in Hope Foundation, Vadodara (Gujarat) mentioned, *“We developed business plan for Cancer Treatment Hospital.”*

Mr. Sachin R C, Don Bosco PYAR, Gulbarga, (Karnataka), *“I identified and reported the problems in training, sourcing, design and pricing to mentor and to Self Help Groups. I suggested long term plan for handicraft items and recommended new training program in food items preparation that can be taken up by Self Help Groups. I helped them in tie ups for promotion and sale of handicraft items.”* Mr. Akhil Rane, Vikas Sahyog Pratishthan, Mumbai, (Maharashtra), *“I contributed for improvement in various internal processes followed within the organization and revamping the website along with improving the engagement strategy to boost reach.”*

Mr. Advait Kulkarni, who was placed in Vardhishnu, Jalgaon, (Maharashtra), *“I created mission and vision statement for the NGO's new initiative and social media marketing strategies.”* Mr. Abhishek Mehrotra, Shramik Bharti, Kanpur, (Uttar Pradesh), *“I developed Business Model Canvas (BMC) for their potential clients and customers after conducting a through market research. I also developed an IT strategy for the organisation. Visits were made to the FPOs and the farmer villages to understand their pain points and identify areas of improvement for both cost and social development.”*

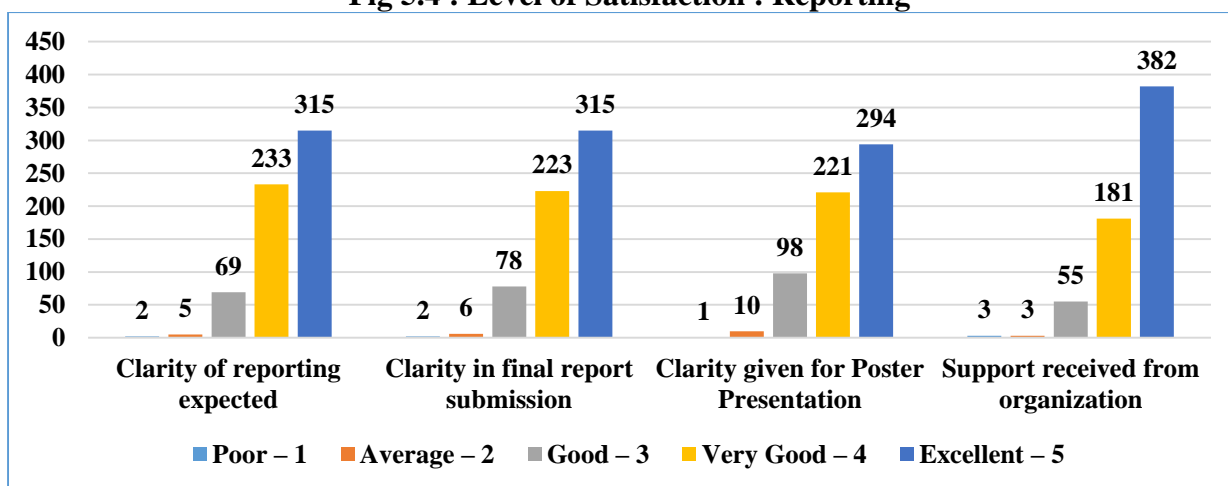
5.4 Level of Satisfaction: Reporting

The level of clarity regarding reporting was measured on a five-point rating scale ranging from 'Excellent' (5) to 'Very Poor' (1). High level of satisfaction with regard to clarity in reporting was reported by 91% (566 students). Moderate level of satisfaction was expressed by 9% (57 students).

The following four parameters were used to infer level of clarity in reporting. (See Fig 5.4).

- a) Clarity of expectations in terms of reporting
- b) Clarity in submitting final report
- c) Clarity given for poster presentation
- e) Support received from organization

Fig 5.4 : Level of Satisfaction : Reporting



In all 50% (315) students reported having higher level of satisfaction with regard to clarity in 'Reporting' as well as clarity in final report submission. Higher level of satisfaction regarding clarity for poster presentation was reported by 47% (294 students).

It was observed that a few students did not read the guidelines regarding submission of report which were provided to them along with We Care Code of Conduct. Consequentially, they suggested the We Care team to provide more clarity for reporting norms.

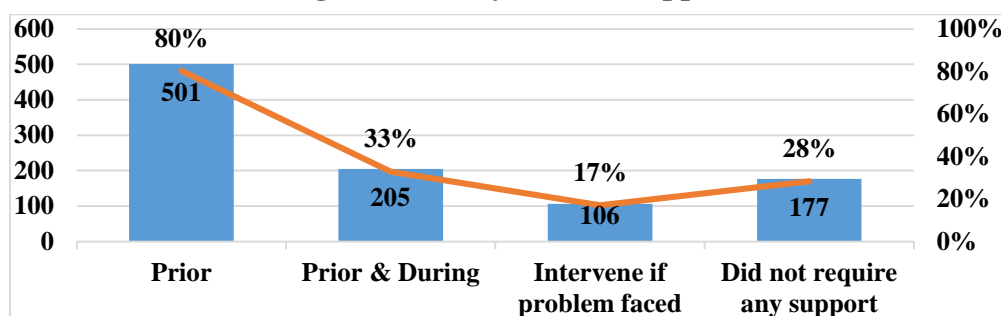
61% (382) students felt that they received support from internship organisation regarding reporting expectations and final report submission.

5.5 Faculty Mentor Support

To monitor the students' internship progress 51 faculty mentors were appointed. It was mandatory for all students to meet their respective faculty mentors prior to the commencement of internship. The faculty mentors were required to monitor student's progress, provide inputs and assess their performance during the internship. Faculty members were also requested to evaluate the same through post-internship viva-voce based on the We Care rubrics. To provide immediate intervention to address internship grievances four Regional In-charge were appointed. This aided in facilitating the mentorship to the students. (*Refer Annexure III*)

Feedback was solicited in order to gauge the support received by the students from their respective mentors based on the following parameters: 1) Inputs prior to internship placement; 2) Inputs during internship placement; 3) Mid-course intervention

Fig 5.5 : Faculty Mentor Support



* Multiple responses- will not total to 624

Fig 5.5 depicts that 80% of the respondents (501 students) received inputs from the faculty mentor prior to the internship. In all 33% of the respondents (205 students) received inputs from the mentor prior to as well as during the internship

Fig 5.6 (A) displays that 70% of the respondents (436 students) on contact received responses from the faculty mentor. Those who faced difficulty in receiving response from the faculty mentor amounted to 3% (18 students). Students used multiple modes of communication to interact with their faculty mentors (Fig 5.6 B).

Fig 5.6 (A) : Responsiveness of the Faculty mentors

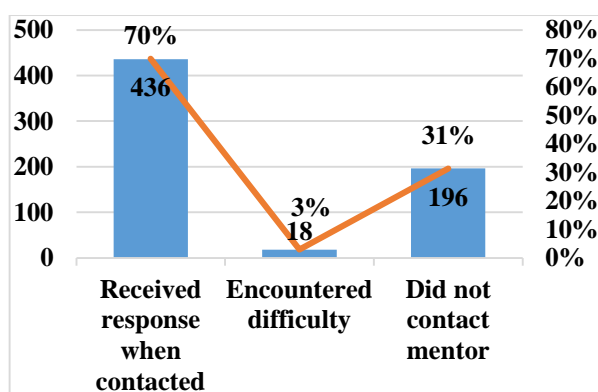
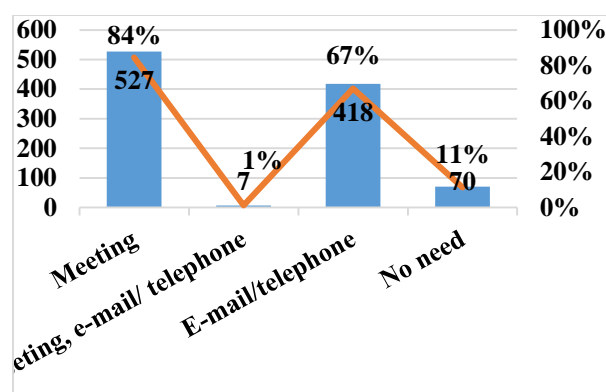


Fig 5.6 (B) : Methods of communication used by students



* Multiple responses- will not total to 624

Four students expressed that there should be more coordination between organisational mentor and faculty mentor. For example, Mr. Raghav Gupta, an intern with Jeevantirth, Gandhinagar (Gujarat) mentioned, *“There should be coordination between both the mentors - organisational and faculty.”* Mr. Rahil Doshi, Vatsalya Trust, Mumbai (Maharashtra) opined, *“A meeting of faculty and organisational mentors along with interns should be conducted.”* Mr. Ameya Deshpande, Marathwada Gramin Vikas Sanstha (MGVS), Aurangabad (Maharashtra) suggested, *“Organizational mentor and faculty mentor can be kept in loop together for short discussion every week once, so that if students’ inputs need to be elevated or not, can be discussed in detail and accordingly students can work further.”*

Three students felt that there should be more participation from faculty mentor. For example, Mr. Aneesh Fernandes, Atma, Mumbai (Maharashtra) expressed, *“Gain more participation from faculty mentors in proactively replying to status updates.”*

Mr. Raghav Bansal, Make-A-Wish Foundation of India, New Delhi expressed, *“I believe there is a lot of micro managing in terms of updates. Creating WhatsApp group with the faculty mentor creates a lot of pressure on students. Instead, if the faculty mentor wants the daily updates we can surely send it over an email.”*

Two students felt that the senior students who were placed in same NGO should be allocated as guide/ buddy mentors. For example, Mr. Delvin Devakumar, AID India, Chennai (Tamil Nadu) opined, *“Having a 2nd year student who interned at the NGO previously as a guide / mentor would help with queries.”*

5.6 Learnings from the internship

Fig 5.7 (A) indicates that 99% (616 respondents) found to have a good learning exposure during We Care internship. It can be observed from the feedback data that the objective of We Care internship to socially sensitize the students is fulfilled to greater extent. The students who felt that the internship experience was not beneficial amounted to 1% (8 students). The concerns were due to expectation mismatch in the area of project allocated by the NGO.

The learning experience shared by the students were segregated in three major categories. 1) Social sensitization, 2) Project related, 3) Self-development. (See Fig 5.7 (B))

Fig 5.7 (A)
We Care: Learning Experience

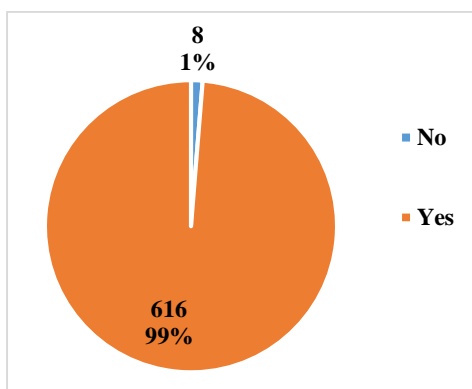
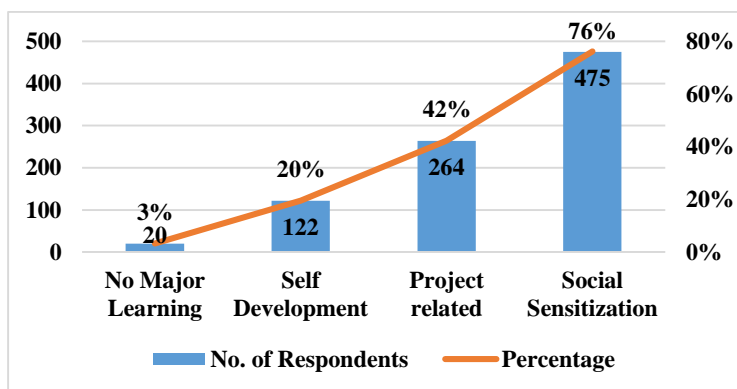


Fig 5.7 (B)
Learning from the internship



Multiple responses - will not total to 624

Social sensitization :

As depicted in Fig 5.7 (B), 76% (475 students) got sensitized towards the social issues prevailing in their hometowns. The experience made them realize their advantageous position and the small contributions they can make towards the under privileged. Students got sensitized towards the social issues pertaining to child rights, education, gender inequalities, women empowerment, waste management, tribal community, disability and so on. Students observed various social issues pertaining to different communities like transgender, farmers. For instance, Mr. Srijan Bag, Durbar Mahila Samanawya Committee, Kolkata (West Bengal) mentioned, *“I learnt about existing legislations with regard to transgender community and sex-workers and their impact. Education is a privilege. I understood the life choices one has to make when they are unable to get basic education. I came to know the taboo and stigma existing in society with respect to sex-work and how the situation can be altered.”* Mr. Nikhil Garg, intern with Kisan Sanchar, Sonipat (Haryana) mentioned, *“Government has started many initiatives for the betterment of farmers. Problem lies in creating awareness in farmers about such initiatives either because farmers are not interested or are not up*

to date. Those farmers who are able to utilize these initiatives have grown a lot as compared to those who do not utilize them.”

Mr. Anant Ved, Adarsh Seva Sansthan, Jamshedpur (Jharkhand) expressed *"We Care helped us be aware of our hometown and the challenges it faces. It gave us an opportunity to use our education for the benefit of others. It also helped us to build bonds, appreciate and work along with people who do so much for the society."* Mr. Saurabh Periwal, Prakashdeep, Faridabad (Haryana) mentioned, *"Individuals can contribute a lot for the upliftment of underprivileged section of the society."* Mr. Amith Varghese Kurian, Vijayapuram Social Service Society, Kottayam (Kerala) expressed, *"There are so many people who need help, who are struggling for one meal a day. We can help them in many ways. Providing them with food, arranging a job for them, arranging monetary help, financial support for higher studies are some ways we can help them."* Ms. Shruti Surana, Association for Non-Traditional Employment of Women (ANEW), Chennai (Tamil Nadu) reported, *"I learnt about the problems that the less privileged people in the society face and different ways in which I can contribute to the society. A focused approach towards an initiative can help make a tangible difference rather than an initiative which is spread over various domains."*

Ms. Chaitali Kemkar, Hope Foundation, Vadodara (Gujarat) stated, *"I understood importance of giving back to the society and got sensitized towards local community. I also learnt importance of sound business decisions along with societal good will."* Ms. Ria Narayan, Gramin Evam Nagar Vikas Parishad, Patna (Bihar) informed, *"One of the major learnings is the new perspective gained about the section of society which is majorly ignored by the corporates. I understood that at NGO, projects are not taken up based on the profitability. Rather it is based on the humanitarian grounds."* Mr. Paresch Sarda, Annapurna Pariwar, Pune (Maharashtra) mentioned, *"I learnt how an organization works at grass-roots level for the common and poor people."* Mr. H Sharath Chandran, Welfare Services Ernakulam, Ernakulam (Kerala) mentioned, *"I understood the creation of income generation programs. I also understood the roles played by NGOs as implementation agencies of certain government schemes. I gained insight into how these schemes are implemented at grassroots level."*

Child Welfare and Child Rights :

In all 41% (258 students) were assigned various projects in the area of child welfare and child rights. Students learnt about ground realities related to real scenario of education, lack of opportunities for the underprivileged children, gravity of issues with regard to child abuse. They also learnt about the operations of Childline, necessity of spreading its awareness. They got insights about government policies and laws on child rights.

Mr. Shravan Kandh, intern with Association for the Welfare of the Handicapped (AWH), Kozhikode (Kerala) reported, *"I got to know the reality of abuses against children and the frequency of number of harassment cases. I gained deep understanding of Childline and their way of work."* Ms. Saumya Shukla, Human Unity Movement, Lucknow (Uttar Pradesh) informed, *"I gained awareness about child sexual abuse and how we as individuals can prevent it. I understood the functioning of Childline 1098 and their way of tackling live cases. I also learnt how to remain safe on the internet and to propagate the same."* Mr. Tarang Gupta, Janhit Foundation, Meerut (Uttar Pradesh) expressed, *"Awareness is very important for Childline project to be successful. Sponsorship collection is difficult and ground work needs full support from various organisations. There is a lot of scope in the country for this project and it needs more people to work on it."* Mr. Prakhar Maheshwari, Human Unity Movement, Lucknow (Uttar Pradesh), *"I got first hand exposure to the concept of Childline and its functioning. I understood the condition of children involved in child abuse of different forms as well as about the government policies and acts in place for dealing with child abuse."*

Mr. Sajal Suri, who interned with Mountain Children's Foundation (MCF), Dehradun (Uttarakhand) reported, *"I saw the stark difference between the living standards of the rich and the poor and the real scenario of child beggars in Dehradun. There is lack of opportunities that the children of mountains face."* Mr. Abbas Ahmed Jamil, Jayaprakash Institute of Social Change (JPISC), Kolkata (West Bengal) informed, *"I gained an understanding of the Swadhar Greh program and the child rehabilitation program being run in the State by the respective organisation. I received insights into the lives of the less privileged and how they moved ahead in life despite their past issues."* Ms. Arushi Kumat & Ms. Mahak Toshniwal, interns with AAS, Indore (Madhya Pradesh) opined, *"To eradicate any problem at macro level, we must first get to the roots of it and make efforts to uproot them. For all issues related to children, we must first look into the understanding and mindset of the parents and work on that to enable development of the society. No problem can be eradicated in one go. They need consistent efforts, monitoring, penalizing in case of non-adherence and rewards to promote certain actions."*

Mr. Jatin Vashisht, Literacy India, Bahadurgarh (Haryana) mentioned, *"I learnt how the primary education system in the country functions. I understood importance of contribution to the unprivileged section of the society. I realized unemployment and illiteracy works in a vicious cycle. There is need to tackle both to give a stable environment for kids to study."* Mr. Aditya Kashyap, Sukrupa, Bengaluru (Karnataka) informed, *"I understood how difficult it is for so many people to get quality education. Even after getting education, people find it very hard to get opportunities to shine. I also understood importance of making the best use of the limited resources."* Mr. Nikhil Kate, Salaam Bombay Foundation, Mumbai (Maharashtra) stated, *"Education is a privilege not enjoyed by all, so appreciate it if you have it. Teaching is an art as there is a difference between knowing the content and effectively delivering it to a diverse audience. Every class has a few gem students who need an opportunity to shine, identify them and give them that stage."*

Ms. Snehil Dagur, Narmadanagar Rural Development Society (NARDES), Bharuch (Gujarat) mentioned, *"I have been made aware of ground realities and income disparities. I understood the gender biases and different treatment allotted to girls and women in matters pertaining to education, healthcare, decision making and work."* Ms. Karuna Nair, Srujna, Mumbai (Maharashtra) informed, *"I understood the problems faced by the underprivileged women. I realized the gender difference that exists in the financially weaker communities."* Mr. Dhairya Hirani, Navjeevan Trust, Surendranagar (Gujarat) reported, *"This internship helped me in understanding the education level of rural Gujarat. I learnt candidate as well as client specific reasons for job mismatch."*

Ridhima Grover, Chetana Conscience of Women, New Delhi mentioned, *"This internship helped me to understand the needs of the people living in underprivileged section of the society and how they can be helped to earn their livelihood. I realized how women still are the sole care takers of their own reproductive health and how they are actually taking up steps to take care of themselves and their family."* Mr. Naman Gupta, Sahyog - care for you, New Delhi, *"I got familiar with the problems that the communities are facing and the need for us to spread awareness about sensitive topics like child sexual abuse and menstrual hygiene."* Ms. Ruchi Jadhav, Child Help Foundation (CHF), Mumbai (Maharashtra) reported, *"In one of our projects we got to attend a session which detailed about menstrual health and hygiene."*

Mr. Gaurav Deka, Prerona Pratibandhu Shishu Bikas Kendra, Jorhat (Assam) informed, *"I realized the struggles of the disabled. I understood importance and ways for inclusion of the disabled children. While working in Childline, I learnt about the importance of child rights and the blatant violations happening on a regular basis especially with disabled."* Mr. Sourav Chaliha, who was placed in Ashadeep, Guwahati (Assam) expressed, *"I got sensitized with the intellectually disabled section of the society. With my skills and knowledge, I was able to contribute to such an NGO and thus touch lives of people who are not as fortunate as most of us."* Mr. Akshay Malhotra, Sol's ARC, Mumbai (Maharashtra) reported, *"We learnt about the steps government is taking to help disabled"*

people, different government bodies working for PWDs (person with disability) and ways of raising and tapping funds through CSR.” Ms. Sanika Naik, who interned with Astitva, Dombivli (Maharashtra) mentioned, “We understood the day-to day functioning of a special-school and the differences in the teaching methodology of a special school with respect to other schools. While the main aim of the most others is to get educated and secure corporate jobs, we understood that when it comes to mentally disabled people, the objective completely changes. The main aim of education for them is to make them independent by honing specific skills.”

Different perspective

Students reported that their We Care experience gave them different perspective of life. They understood importance of government schemes, legal frameworks and policies to address various issues.

Ms. Aashna Agarwal, Make-A-Wish Foundation of India, Ahmedabad (Gujarat) expressed, “There is difference in attitudes of different people from the same income level because of the kind of upbringing. I realized that the problems faced by us are very superficial compared to these children. I saw ground reality of our society, I was never aware of.” Ms. Rashmi Rao, Salaam Baalak Trust, New Delhi mentioned, “My biggest learning was experiencing, the issues that we read about every day is a different ball game altogether. Sometimes the best solutions are the most trivial and simplest ones.” Mr. Kumar NR, Make-A-Wish Foundation of India, Chennai (Tamil Nadu) reported, “Seeing the children suffering from life threatening illness made me realize how blessed my life has been. The internship has given me a perspective towards humanity, emotional well-being and its impact on therapeutic procedures.”

Mr. Katha Roy Biswas, CRY, Kolkata (West Bengal) reported, “During the research on POCSO⁸, I realized how tedious the legal procedure can be for children and more often they do not get justice for the crimes committed to them. The critical analysis project helped in understanding how CRY decides on locations to operate and the kind of services they are able to provide. Overall, I understood the administrative difficulties, monetary resources and the amount of background research required before taking any step.” Mr. Nimesh Agarwal, Towards Future, Kolkata (West Bengal) stated, “I got awareness of the condition of underprivileged families in our country. I understood the predicament of the children of how they are not allowed to study and are forced to work. I also got aware of availability of so many NGOs, working in multiple fields. It also open options for us to get associated with them in long term.”

A few students worked with the organisations which are working for betterment of different communities. The students reported that they learnt about the community, role of NGOs, legal provisions and government schemes available for their welfare. For example, Mr. Sanchit Jain, Aaradhana Sanstha, Agra (Uttar Pradesh) reported, “Survey helped me in understanding the situation of nomadic tribes in our country.” Ms. Pooja Motwani, intern with National Institute of Women Child and Youth Development, Jabalpur (Madhya Pradesh) mentioned “Interacting with the tribal women gave us an idea of the challenges that these business oriented community women face in their daily lives as well as for business development.” Ms. Veenisha Bhatia, Spandan Samaj Seva Samiti, Khandwa (Madhya Pradesh) informed “Interaction with Korku tribe gave me opportunity to learn about their culture and lifestyle. I understood how to do analysis and determination of malnutrition among children.”

Mr. Prakhar Gangrade, Jan Sahas Social Development Society, Dewas (Madhya Pradesh) expressed, “The reality of the communities living around us is very different from what we perceive. Rape still

⁸ The Protection of Children from Sexual Offences (POCSO) Act, 2012

continues to be one of the most unreported crimes in the country.” Ms. Urvashi Ramnani, Jan Sahas Social Development Society, Bhopal (Madhya Pradesh) stated, “I gained knowledge about how to counsel the victims of rape, legal support needed by them and how to deal such cases with utter sensitivity. I got to know about the cases and reasons behind the occurrences of those cases which I was completely unaware of.”

Ms. Sunanda Datta, Make-A-Wish Foundation, Kolkata (West Bengal) mentioned, “Understanding the problems common man faces in the everyday life helped me to understand ways to tackle difficult situations e.g. provide the right counselling to parents whose child has passed away due to a critical illness. I also learnt how to work together in a group and bring forth effective and positive results.”

Ms. Vineeta Agarwal, Saahas Waste Management Pvt. Ltd., Bengaluru (Karnataka) expressed, “I observed how much waste is generated and why is it important to segregate waste at source. I understood what are the demerits of e-waste and how they should be handled differently compared to other waste. I realized resource recovery and circular economy should be our prime objective.”

Ms. Charulatta Shrivastva, Navsarjan Trust, Surat (Gujarat) reported, “I understood the importance of waste collection and to recycle it. I learnt to develop a new business model and set up processes from the scratch. Out of the box thinking helps to solve real life problems.” Ms. Sahibjot Kaur, World Wildlife Fund (WWF), Kolkata (West Bengal), “I learnt about how global warming is affecting the migration patterns of migratory birds. I learnt how plastic can be dealt with, in a more eco-friendly way.”

Mr. Nikhil Madaan, placed in Kisan Sanchar, Kaithal (Haryana) shared, “I learnt how pesticides used in farming are affecting our health adversely. I understood that contrary to the perception, organic farming is cheaper than traditional farming. I got to know that pesticides are also affecting the quality of land and it is a vicious cycle leading to the higher amounts of pesticides used each time.”

Mr. Raj Meghwani, Gramin Yuva Pragatik Mandal, Bhandara (Maharashtra) reported, “I learnt how farming works and the process involved in farming rural development plans that is used by various organisations across the country. I got first-hand experience of dealing with villagers and knowing their perspective as opposed to class discussions.” Mr. Utkarsha Gupta, Gorakhpur Environmental Action Group (GEAG), Gorakhpur (Uttar Pradesh) mentioned, “I learnt different farming techniques and how they are important for the ground level farmers. I got to know the concept of resilience farming.”

Project related :

In all 42% (264 students) reported that they got in depth understanding regarding their project areas or requirements for successful execution of their projects. Students reported that they learnt various organisational processes and systems enhancing their management skills. Learning experience shared by the students is spread across in multiple fields since they were working on different projects allocated during the internship. It includes business strategy, proposal writing, collaboration, event management, teaching and so on.

Ms. Bobby Sinha, Chotanagpur Sanskritik Sangh, Ranchi (Jharkhand) informed, “I got hands on experience in making business proposal for small scale business. I got end to end bird’s eye view of the impact of projects run by the NGO. I realized that the people dealing with problems of village area need to have high emotional quotient and good understanding of regional languages.” Ms. Mansi Parikh, Baroda Citizens Council, Vadodara (Gujarat) stated, “I understood the importance of standardization and realized how difficult it is to incorporate proposals practically. I came to know that there are people who want to work for such NGO without monetary benefits.” Ms. Prachi Madan, Muskaan, Bhopal (Madhya Pradesh) mentioned, “I learnt how to draft a proposal to attract a grant from a donor. I researched and experienced how a cottage industry can be set up within a shoestring

budget. I realized how money can not solve all problems, some problems are historical and need behavioral change which can only be done when we put in effort and time.”

Mr. Advait Kulkarni, Vardhishnu, Jalgaon (Maharashtra) stated, *“Teaching students in the slums of the city taught us with humility and patience. We learnt how to design marketing strategies in organizations who do not have allocated budgets for marketing. We also learnt how to use poster making tools and other movie making tools.”* Mr. Chinoy Jain, Vaagdhara, Banswara (Rajasthan) reported, *“I understood the importance of reporting in increasing the transparency of any organization. I also understood importance of data analysis in assessing the sustainability of any project as well as importance of resource planning in any organization.”*

Ms. Shatakshi Mittal, Prakashdeep, Faridabad (Haryana) reported, *“I understood importance of organisational processes and systems. I learnt about efficient resource allocation, planning, situational analysis and problem solving skills.”* Mr. Kishan Gohel, Saurashtra Medical & Educational Charitable Trust, Rajkot (Gujarat) informed, *“I learnt the nitty-gritties of working in the field and how it is different from office work. I realized the needs of people living in rural as well as in marginalized areas. There is need of new idea generation and finding solutions to solve conventional problems. Similarly, checking the feasibility is important while implementing it.”* Mr. Sandeep Pradhan, Spring Health Water India Private Limited, Bhubaneswar (Odisha) expressed, *“I learnt that minor things have an impact over the delivery time. I also learnt to adhere to follow planned delivery schedule and interlinking all areas of business. The field visit made us learn how to pitch to the customers to buy products / services which is easily available.”*

Mr. Anshuman Dash, who was placed in Adhikar Microfinance, Bhubaneswar (Odisha) informed, *“We got knowledge about microfinance industry and how it is impacting lives of millions in grassroot level. Practical knowledge was gained at its best because we got to travel and spend few days in rural areas those are hugely affected by Naxalite activities.”* Mr. Prateek Bansal, who interned with Balajee Sewa Sansthan, Dehradun (Uttarakhand) stated, *“We learnt about implementation, challenges and success stories of microfinance operations. We also learnt how unaware underprivileged people are about government backed financial instruments targeted towards them.”*

Mr. Yash Pandya, Deepak Foundation, Vadodara (Gujarat) mentioned, *“I got insights into food processing industry, costing of a project and sales of FMCG products.”* Ms. Preksha Jain, Kisan Sanchar, Zirakpur (Punjab) informed, *“I got to know about key requirements of designing a label of a FMCG product. I learnt about the extent to which dairy and farmer sector is unorganized and created a database.”* Ms. Pooja Motwani, intern with National Institute of Women Child and Youth Development, Jabalpur, (Madhya Pradesh) mentioned *“The internship enhanced my time management skills. Approaching various stores for collaboration helped me to improve selling skills.”* Ms. Divya Shah, Aseema Charitable Trust, Mumbai (Maharashtra) expressed, *“I witnessed newer teaching techniques that were not there during our school days. Internship helped me to improve my interpersonal and time-management skills.”* Mr. Saumil Lotia, who was placed in Navjeevan Trust, Rajkot (Gujarat) reported, *“While working on internship project I could use and hone my creativity and improve my skills of photography, videography and video editing.”*

Ms. Arushi Singh, The Spine Foundation, Mumbai (Maharashtra) reported, *“We got an understanding how NGOs in the field of healthcare work and the problem faced by them. We understood process of information gathering on sectors that we are not familiar with.”* Mr. Rajat Gupta, Swasth Foundation, Mumbai (Maharashtra) informed, *“My learnings include practical experience of applying forecasting techniques and extensive hands on experience with MS-Excel. I got insights of the working of Healthcare Industry.”*

Mr. Shubhendra Nigam, Sahyog - Care for You, New Delhi mentioned, *"There is a lot of room to create awareness about basic hygiene amongst the unprivileged sections of society. We should continuously work in this direction to uplift their standard of living. Determination of children to study despite unfavourable family situations taught me to never give up. I gained practical knowledge of marketing and selling a product in low income group areas."* Ms. Pranika Pahuja, Bharat Memorial Charitable Trust - "Neev", Gurugram (Haryana) mentioned, *"I understood the process of introduction of new learning methods being used in schools (like Smart class, group study, self-learning without supervision) and introduction of computer courses even in low budget schools. I also learnt the process and requirements of designing an extra-curricular calendar for a school."*

Mr. Aayush Mantry, an intern with Basundhara, Cuttack (Odisha) informed, *"I got an understanding regarding the legal process of adoption in India and functioning of Childline 1098. I got to learn about preparing individual care plan and progress report in accordance with the rules set by the District Child Welfare Committee."* Mr. Rishabh Ghelani, CRY, Kolkata (West Bengal) reported, *"I understood the ground reality of children affected by sexual abuse. I also learnt about processes that go behind CRY's operations management and budgetary allocation of funds."* Ms. Moumita Das, Jayaprakash Institute of Social Change (JPISC), Kolkata (West Bengal) stated, *"We learnt about family counselling centres, their origin, process of counselling followed in JPISC. We also learnt about pre-marital counselling concept and how to organize an awareness camp."*

Students understood the importance of partnerships / CSR collaboration, fundraising, brand building and communication with stakeholders for social organisations. A few students reported that they understood how organisations function in lower budgets, how they raise their funds and difficulties they face in fundraising. Apart from mobilizing funds, there is need of mobilize beneficiaries, resources and volunteers as well.

Mr. Saurabh Yadav, intern with Baroda Citizens Council, Vadodara (Gujarat) reported, *"In depth understanding was gained about reasons of existing communication gap between hierarchies and need of proper communication with prospect from induction to partnering. I realized that there are people who are passionate in making society a better place without caring about monetary issues."* Ms. Mansi Pant, Disha Sewa Sansthan, Meerut (Uttar Pradesh) stated, *"Rural sector has immense potential which can be utilised by connecting the organization CSR with the rural people. I learnt that an efficient requirement ensures that the beneficiaries get the maximum benefit from the project. Brand building too is extremely important in social sector as well."* Mr. Vansh Parikh, Aarambh Education & Community Development Society, Indore (Madhya Pradesh) mentioned, *"By interacting with various companies to include Aarambh under their CSR got aware of how companies usually plan their CSR activities. Also, part of the learning was convincing local manufacturers for providing essential commodities to the organization which further helped us to understand how small manufacturing can contribute to the society."*

Mr. Vidish Srivastava SOS Children's Village, Jammu mentioned, *"Most important learning was the way any organisation manages SHGs and kind of intervention required to keep the group functioning. I understood about types of data required for the induction processes of the new families in various organisations and social skills required to lead the SHG along with the support of fellow group members."* Mr. Mainak Mitra, Turnstone Global, Kolkata (West Bengal) stated, *"I understood the documents required and schemes available for SHGs. Creating awareness among youths regarding Uttkarsha Bangla scheme allowed us to understand the lack of awareness for livelihood opportunities available in West Bengal for a long time now."* Ms. Anagha Menon, Cholai - Action for Child Labour, Chennai (Tamil Nadu) reported, *"I understood the thought process behind loan allowance to small scale entrepreneurs. I also got to know openness / accessibility to modern marketing strategies in villages and importance of cooperative business structure."*

Ms. Jaitsy Ghosh, Community Advancement & Rural Development Society (CARDS), Raipur (Chhattisgarh) reported, *“My learning includes working in unstructured environment, working in limited budget and interacting with stakeholders.”* Ms. Harshita Jhavar, Divya Disha, Hyderabad (Telangana) mentioned, *“I understood the importance of reporting and communicating to stakeholders, even in a non-business scenario. I learnt how to validate and analyse data to identify key parameters and give recommendations, plan of action based on analysis.”* Mr. Karan Bathla, Sri Aurobindo Society, Ghaziabad (Uttar Pradesh) informed, *“I understood parameters that venture capitalists look into while investing. I also got insights into the business models of various edTech startups and successful innovative edTech startups around the world.”* Mr. Erin Pereira, Muskan Foundation for People with Multiple Disabilities, Mumbai (Maharashtra) informed, *“I understood challenges in the application process for CSR funding. I learnt about meeting the expectations of donors, satisfying the eligibility criteria and developing frameworks for sustaining the NGO's growth.”*

Ms. Swati Gupta, ANK, New Delhi mentioned, *“There are infrastructural concerns involved in carrying out projects by an organization even after availability of funds. It is difficult to mobilise students to come to organization even after giving incentives. Training staff is also important for growth of the NGOs.”*

Self Development :

Students reported that their internship experience helped them to develop empathy, patience and humbleness. Their perspective towards life situation, as well as, work has improved. They also developed sense of accountability / responsibility. In all 33 students reported that they developed empathy while 17 students informed that their patience was improved.

Mr. Ayush Shukla, Diocesan Development & Welfare Society (DDWS), Allahabad (Uttar Pradesh) informed, *“I was able to see the real picture of the underprivileged and learnt to be humble and accommodating. Most important learning was to be happy in every situation, every time I saw smiles on those underprivileged children faces.”* Ms. Vrusha Patel, Salaam Bombay Foundation, Mumbai (Maharashtra) mentioned, *“The internship improved my patience in dealing with unforeseen situations. I realized personal accountability of giving back to the society.”* Ms. Nayana Suri, Agastya International Foundation, Bengaluru (Karnataka) mentioned, *“Navigating the people issues was a good learning experience. I have developed better understanding of the state of education in our country, I have now greater empathy and sense of responsibility. The internship improved my writing skills, increased my knowledge of Maths, English vocabulary and conversational Kannada as well.”* Ms. Seret Kaur Chawla, Centre for the Study of Social Change (CSSC), Mumbai (Maharashtra) mentioned, *“I realized accountability is a key factor in growth of any organization.”*

Students started valuing what they have and that it is enough to be happy. Mr. Vaibhav Sharma, Manzil Welfare Society, New Delhi stated, *“I understood the disproportionate effect that my time can have on others. There is a lot to do but the resources are less. We should value what we have.”* Ms. Sanjana Garodia, Towards Future, Kolkata (West Bengal) mentioned *“We started valuing what we have. I realized happiness is hardly related to material things.”*

Students also got an opportunity to apply their theoretical knowledge. Ms. Garima Vaish, Muskaan, New Delhi informed, *“While working with intellectual disability segment I realized that everyone has a potential. One requires right opportunity to harness it. Personally I gained more patience and being happy even in small moments. The internship gave opportunity for practical application of the theoretical knowledge learnt in college.”* Ms. Adithi Hulyalkar, Nav Srishti, Faridabad (Haryana) informed, *“Most important learning was to work out of your comfort zone and thinking differently from usual corporate solutions. I learnt application of coursework to on-ground projects.”* Ms. Priyanka Jalan, Community Action Society, Kolkata (West Bengal) stated, *“I learnt how to apply*

classroom concepts to solve real life problems. Our internship experience broadened our perspective about life and realized us that whatever we have is more than enough for us to live a happy life.”

A few students reported that they learnt a lot from their organisational mentor. For example, Mr. Ameya Deshpande, who interned with Marathwada Gramin Vikas Sanstha (MGVS), Aurangabad (Maharashtra) expressed, *“Discipline and attitude towards work of my organization mentors was worth learning for me.”* Mr. Vatsal Shah, Make-A-Wish Foundation, Ahmedabad (Gujarat) stated, *“My major learning was sensitization about the unfortunate ones in the society and the need to contribute towards humanity. I learnt knowhow of how to go for funds procurement and learnt Management skills from organizational mentor.”*

In all 38 students reported that utilizing their theoretical / management learnings for organisational development and working on projects like event management further honed their management skills. Learning technical skills in photography and making video / documentary, mobile app was reported by 15 students. Improvement in skills for marketing, sales and negotiation was reported by 15 students. Developing hands on expertise for Microsoft applications and excel was reported by 11 students. Improvement in communication skills was reported by 9 students.

Mr. Tushar Agarwal, HIMWATS, Haldwani (Uttarakhand) informed, *“We have been able to develop our practical management skills. Being the leader of team, in which some members were about double our age was very challenging. HIMWATS taught us how to be patient in certain situations. Critical thinking skills of planning, strategizing and dealing with logistics have increased our capacity to perform under pressure and therefore our ability to manage staff, projects and events. Our site visits to government schools gave a true picture of the current education system in the primary and secondary section. Working with HIMWATS, we learnt how the NGO is taking initiatives to bring a change in the lives of students as well as the society and how we could align our thought process in it.”* Mr. Vansh Parikh, Aarambh Education & Community Development Society, Indore (Madhya Pradesh) mentioned, *“We helped students to organize a full day event. It helped us to further improve our management skills.”*

Mr. Sahil Jain, Caring Souls Foundation, Lucknow (Uttar Pradesh) reported, *“My video editing skills were enhanced, as we made a documentary for the organization. Moreover, I enhanced my digital marketing skills as we were able to increase the online reach of the organization by 3 folds. Also I improved my client interaction skills as we had to keep in constant contact with principals of a lot many schools.”* Ms. Tanisha Garg, Kisan Sanchar, Zirakpur (Punjab) informed, *“I learnt how to operate a youtube channel including the analytics of the channel. I also learnt to operate a DSLR camera, making and editing videos. It also helped increasing my confidence in front of the camera.”* Mr. Prashanth Bhaskaran, Swadhaar FinAccess, Mumbai (Maharashtra) mentioned, *“I learnt how to build the UI for a mobile app so that it can be user friendly. I also learnt how to prepare documentation for a mobile application.”*

Mr. Karthik Raj R, Association for Non-Traditional Employment of Women (ANEW), Chennai (Tamil Nadu) reported, *“Opportunity to handle sessions for students developed my teaching and presentation skills.”* Mr. Showrya Chakra Narendula, Smile Foundation, Hyderabad (Telangana) informed, *“I gained teaching skills. I understood the way to deal with the students, how to handle varied mindset in a class.”* Mr. Arjun Acharya, Ehsaas, Lucknow (Uttar Pradesh) mentioned, *“Awareness about the predicament disadvantaged children are currently in, contributed to improvement in my persuasion skills.”*

It can be inferred from the feedback given by the students that their internship experience helped them to develop their interpersonal and communications skills. Mr. Virom Mehta, intern with Umang Charitable Trust, Mumbai (Maharashtra) expressed, *“I mainly learnt report writing skills and format*

required for funding request. I used and had a good hands on Microsoft excel, which increased my skills in it. I also learnt how to handle and interact with children having autism.” Mr. Ratan Jain, World Wildlife Fund (WWF), Kolkata (West Bengal) stated, “I interacted with students and teacher which improved my confidence about formal interactions. Creating the report helped me in learning about the structure and design required for drafting formal report. I learnt to note down brief points from a summarized interaction which would later be used to design a report.” Ms. Paridhi Khandelwal, I-India, Jaipur (Rajasthan) informed, “Internship helped me to improve my ability to adapt according to the needs of the audience.” Mr. Prasoon Gupta, Udaan Society, Aligarh (Uttar Pradesh) expressed, “We Care internship helped me to improve my project management skills, interpersonal and organizational skills.”

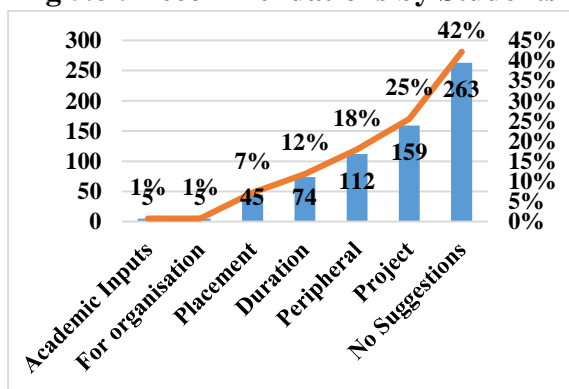
Eight students (1%) did not find the We Care internship as good learning experience. Out of them five students expressed their concern regarding the projects allocated to them. Two students expressed their concern regarding work hours.

It can be summarized that the students not only got sensitized towards the social issues but they also developed understanding about the role of government, public and private sectors in the development of the society. We Care experience gave them different perspective to look at their life as well as their hometowns. At personal level they learnt about the work and work environment. Besides utilizing their management learnings for betterment of the society, they also honed their skills or learnt few new skills. (Please refer Annexure IX for qualitative impact of the We Care internship from students’ perspective.)

5.7 Recommendations

Students were requested to provide suggestions to review and revise the We Care internship.

Fig 5.8 : Recommendations by Students



* Multiple responses - will not total to 624

It is evident from Fig 5.8 that 42% (263) students mentioned that the internship was well planned and well executed. They did not suggest any changes or modifications as they had enriching experience during the We Care internship. Mr. Ravi Kungwani, who interned with Catalysts for Social Action (CSA), Mumbai (Maharashtra) stated, “We Care internship program has been structured really well with all the information provided we’ll in advance. It was a joyous and enriching experience.” Mr. Sagar Bhawnani, United Way, Mumbai (Maharashtra) expressed, “It was a very good experience befitted into the rigorous curriculum.”

Mr. Archit Chitransh, intern with Gandhi Adhyan Peeth, Varanasi, (Uttar Pradesh) shared, “The program works fine and is a very important part of our curriculum.” Mr. Ankit Bansal, intern with I-India, Jaipur (Rajasthan) informed, “It was a great experience, one which I will never forget. The internship program is great.” Mr. Anshul Mittal, Piramal Foundation (Gandhi Fellowship), Jaipur (Rajasthan) mentioned, “I had an enriching experience. No suggestion I can think of as the entire program was well planned.” Mr. Naman Agarwal, Human Unity Movement, Lucknow (Uttar Pradesh) shared, “We Care internship is a nicely executed program. As of now I found it beyond expectations and I am completely satisfied with it.” Mr. Prakhar Vaish, Human Unity Movement, Lucknow (Uttar Pradesh) expressed, “It was a wonderful experience working for the society and I didn't find any flaw that could be improved in the We Care program.” Mr. Harsh Daga, Bhoruka

Public Welfare Trust, Kolkata (West Bengal) mentioned, *“We Care internship was a great learning experience wherein each and every person got a chance to work for the society.”*

Project related suggestions

As depicted in Fig 5.8, 25% (159) students gave recommendations in the area of internship projects. In all 37 students recommended to inform about projects and field location well in advance. It was suggested by 19 students that the projects have to be allocated before the commencement of internship. Mr. Chirag Aggarwal, Roshni Educational Society, Faridabad (Haryana) suggested, *“A lot of time is required at the start of the internship to understand the NGO and the related project. It would be great if the project allocation could be done beforehand.”* Mr. Arpit Gwal, AAS - Aim for the Awareness of Society, Indore (Madhya Pradesh) suggested, *“Receiving a work plan from the organisation, before the internship starts, could be very useful as the group would have a clear idea of what’s expected from them.”*

Six students recommended suggested that the information about projects offered by organisation or field location has to be shared with the students at the time of selecting the NGO. It will help the students to select internship organisation based on the projects offered, their interest and skillsets. For example, Mr. Vijayshankar Raman, intern with Saath Charitable Trust, Ahmedabad (Gujarat) suggested, *“Please get the details of projects organization is offering. Students should be able to select organization based on work offered.”* Mr. Kunal Mohod, Hope Foundation, Vadodara (Gujarat) expressed, *“If the project details of all the organizations are known before selecting an NGO, then students will be in a better position to select the organization based on their interests.”* Mr. Manu Gupta, World Wildlife Fund (WWF), Mumbai (Maharashtra) mentioned, *“It would be better if students had an idea about the kind of project they would be involved in before they select an internship organization so that its more in line with the skillset one has to offer with respect to a project.”* These suggestions forwarded by students are not possible to be executed as social sector organisations cannot provide short term projects in advance.

Recommendations regarding allocation of project based on management specialization were given by the 13 students (2%). Ms. Arshiya Gupta, Centre for Civil Society, New Delhi expressed, *“Since I am planning to pursue Marketing in my second year, I was lucky to get a hands-on experience in Marketing during We Care before my summer internship. I believe, it will be beneficial for students to be placed in NGOs or handle projects which are in their area of interest.”* Mr. Utkarsh Kabra, Nehru Yuva Kendra Sangathan, Bhilwara (Rajasthan) stated, *“It was a great experience but there was a lack of stream related work. My intended specialization is finance and wanted some work in that area as well.”* Mr. Somya Sharma, Chetana Conscience of Women, New Delhi opined, *“As such, there was not a lot of skill enhancement that happened during We Care. If the projects assigned were similar to the line of work we might pursue in future, then along with social awareness, we might be able to understand our field better.”*

In all 13 students suggested to provide clarity regarding deliverables expected from interns. Out of these, four students recommended to provide clarity on deliverables before or on commencement of the internship. Mr. Manbir Singh Wahan, Sparsh Balgram, Pune (Maharashtra) suggested, *“Internship should have a more focused objective right from the time of the placement of the candidate (from the NGOs side).”* Mr. Niranjana Venkatesan, Astitva, Dombivli (Maharashtra) recommended, *“Deliverables should be clearer and should be given prior to joining, which can improve effectiveness of the program.”* Mr. Yuvraj Ramgadiya, Deepak Foundation, Vadodara (Gujarat) recommended, *“Expectations and nature of deliverables should be made clear latest by the 3rd day of the internship for a 3 and half week internship.”* This implies that NGO mentors have to give more clarity on deliverables, so that students can strive to attain the same.

In all 9 students recommended that more social or field work should be incorporated. There should be mix of field of office as well as field work to give better learning experience to the interns. Ms. Sejal Trivedi, Piramal Foundation, Ahmedabad (Gujarat) suggested, *"The work allotted to us should be ground work instead of marketing work to get the essence the program."* Ms. Tanisha Garg, Kisan Sanchar, Zirakpur (Punjab) recommended, *"Occasional field visits to facilitate better learning of the operations of the organisation."* Mr. Ishan Mudgalkar, Catalysts for Social Action (CSA), Mumbai (Maharashtra) recommended, *"It should be a mix of field work and desk job, ours was a complete desk job."*

Suggestions related to travelling distance to reach project location were received from 17 students. Out of these 12 students felt that the projects (field locations) should be closer to the place of residence. A few students felt that clarity regarding travel requirements for project and maximum distance to be travelled during a day will enable them make necessary travel arrangements. Mr. Roshan Joseph Ranjan, Adarsh Charitable Trust, Kochi (Kerala) suggested, *"We can perform better if the NGO is close to our residence."* Ms. Ashita Birawat, Light of Life Trust, Mumbai (Maharashtra) recommended, *"NGO should be provided near the house address to save time in travelling and deploy that time in working."* This implies that students fail to understand that project areas of NGOs are never closer to the administrative offices.

Mr. Ayushmn Sikka, Society for Service to Voluntary Agencies (SOSVA), Chandigarh suggested, *"While NGOs are encouraged to give tough tasks or field visits for students, there should be an upper cap for how far the visit can be from the NGO. On certain days, I had to travel 100 kms one side for the field visit to some village when the similar input could be taken by other projects that are near to the city."* Mr. Champakesh Gopal, The Spine Foundation, Mumbai (Maharashtra) suggested, *"A bit more reassurance/information could be provided to those interns scheduled for field work so they could be better prepared."* Ms. Milandeep Kaur Bhatia, Utthan Institute of Development and Studies, Yamunanagar (Haryana) recommended, *"More information about the degree of field work required should be shared so that one could arrange transportation."* Mr. Delvin Devakumar, Mr. Akshay M and Mr. Sriram J, who were placed in AID India, Chennai (Tamil Nadu) *"Get information in advance about field visits and the locations of the field visits in order to book adequate accommodation / travel tickets"* Eight students recommended that institute should suggest type of projects or finalize the projects along with the organisation. Five students suggested to keep check on the type of work allocated to the students. Ms. Mehak Gupta, SOS Children's Village, Jammu suggested, *"The NGOs do a lot of manual work which can be automated. They can be suggested to give students such tasks to help them fast track their work."* Mr. Shikhar Agrawal, Blind People's Association, Ahmedabad (Gujarat) suggested, *"Proper check about the NGOs should be done prior to the internship to make sure that they have specific projects lined up for students like us which can be beneficial for both, the organisation and the student."* This feedback indicates that students need to be proactively engaged in developing rapport with their respective field mentors and seek clarity related to this.

In all 11 students suggested to allow homebased assignments in genuine cases. Mr. Tanveer Singh Gaba, Society for Action in Community Health(SACH), Ludhiana (Punjab) recommended, *"We Care internship program has been designed beautifully. But if possible, a provision for working from home in case of an emergency should be made. Approvals for the same shall be taken from the organisation mentor and if he/she approves, this aspect can be factored into."* Mr. Shivram Kashyap, Jnana Jyothi Financial Literacy and Credit Counselling Trust, Udupi (Karnataka) recommended, *"It may not be possible to compensate day(s) missed due to competition in NGO which gets closed after its office hours. In such cases, students should be given an opportunity to compensate for the lost hours from home, if it is agreeable to NGO."* The feedback forwarded by these students cannot be considered in the context of three-week internship duration. The objective of social sensitivity cannot be attained in this case.

Internship duration and timespan

As depicted in Fig 5.8, 12% (74) students gave suggestions pertaining to the internship duration and timespan. In all 56 students suggested to increase the duration of internship. Out of these, 29 students recommended that the duration should be extended up to one month.

Mr. Gautam Bharwani, intern with Center for Action Research and People's Development (CARPED), Hyderabad (Telangana) recommended, *"If possible, the duration should be increased so that the recommendations can be put into action. The internship can be continued like corporate projects, with dedicated number of hours per week from college."* Mr. Tanmay Sharma, who was placed in Arpan, Mumbai (Maharashtra) suggested, *"Instead of the winter vacation, increase the duration of the program to one month."* Mr. Dikshant Mudgal, Piramal Foundation (Gandhi Fellowship), Jaipur (Rajasthan) recommended, *"The duration of the internship should be at least four weeks, for better understanding of the project and giving substantial results to the organization."*

Three students suggested that duration should be more than one month, while two students felt that it can be reduced by few days.

Mr. Shivam Gupta, intern with Smile Foundation, Mumbai (Maharashtra) expressed, *"I felt that time duration of We Care internship was quite less. It should be at least 45 days. As if we started working on any project from beginning, then in 45 days we can successfully complete our project with ease. Else, we can conduct other We Care internship in 2nd year as well (last trimester), as it's the end of course completion, so we can devote more time to this social internship."*

Twelve students suggested that the internship should be conducted in time span other than February. For example, Ms. Aishwarya Deshmukh, Deesha Education Foundation, Amravati (Maharashtra) recommended, *"The time period of We Care internship should either be at the start of a trimester or at the end. It should not be in between so that it will not interfere with our classes."* Mr. Ravi Somani, Baroda Citizens Council, Vadodara (Gujarat) recommended, *"It would be better if this internship is kept in January instead of February so that we do not have to rush through the trimester after the internship ends."* Ms. Nandita Agarwal, Make-A-Wish Foundation, Jaipur (Rajasthan) suggested, *"Incorporate the internship at the beginning of Trimester 3 and not in between. With current time span entire momentum of trimester gets lost."*

Placement related

In all 7% (45) students gave recommendations related to the internship placement. Out of these, twelve students recommended for collaboration with more NGOs / Corporate CSRs for the internship. Ms. Gurneet Kaur, intern with District Child Welfare Council, Ambala (Haryana) suggested, *"We may have collaboration with more CSR departments of some good firms where students of our institute can intern and can demonstrate their managerial skills along with contributing to the society."* Mr. Mayank Lakhotia, Spandan Holistic Institute, Mumbai (Maharashtra) mentioned, *"It was an extraordinary experience. However, it would be great if we can collaborate with more NGOs, especially in remote areas. I had to intern in Mumbai and could not contribute to my hometown."* Ms. Tanvi Oak, Academy of Learning and Development, Mumbai (Maharashtra) recommended, *"Consider inclusion of animal based NGOs (World for All, Feline Foundation, etc.)."* Mr. Arjun Vasant Kumar, who was placed in VIDYA, Mumbai (Maharashtra) suggested, *"More project options can be rolled out for CSR duties in a corporate at the time of selecting preferences for the internship."* This suggestion is well received but if the city / town does not have a credible NGO or the NGOs do not accept students then the We Care team cannot place students there.

In all eleven students recommended to give autonomy to the students to select NGO of their choice, based on their choice for cause or project. Sai Praneeth Patnaik, Prajwal Vani Welfare Society,

Visakhapatnam (Andhra Pradesh) suggested, *“Student should be given a chance to choose NGOs in his city, rather than providing him with limited NGOs.”* Mr. Akshay Kumar Malhotra, Sol's ARC, Mumbai (Maharashtra) recommended, *“Ask for students’ preferences of the social cause, they are inclined towards and let them intern with such NGOs.”* The students’ preferences are mapped when they are placed with NGOs. Hence, these students need to revisit the choices they made.

Five students suggested that they should be given autonomy to select city for completing their internship. For instance, Ms. Pooja Agarwal, Diocesan Development & Welfare Society (DDWS), Allahabad (Uttar Pradesh) recommended, *“An option to choose the NGO in another city should be given since a lot of students lag behind because their hometowns do not have good NGOs.”* As a policy decision of NMIMS, the We Care team places students only in hometown or in Mumbai. Hence this recommendation is difficult to be executed.

Post-internship submissions

Suggestions pertaining to weekly logs, We Care final report and poster submission were provided by 2% (17) students. Ms. Shivani Pruseth, Save The Children India, Mumbai (Maharashtra) expressed, *“I would request for a longer duration with lesser forms to fill up. Filling the same data twice per week seems extra work.”* Ms. Sakshi Waigaonkar, Matru Sewa Sangh Institute of Social Work, Nagpur (Maharashtra) recommended, *“You can remove the weekly log hard copies and make them mailers by the organisations.”* Mr. Zignesh Biswal, Adhikar Microfinance, Bhubaneswar (Odisha) suggested, *“Sufficient time should be given for poster making as we have very less time between internship completion date and return to Mumbai.”* Students need to understand the importance of submitting the data as these records are maintained for final placement purposes.

Academic inputs

It was suggested by five students that they should be given inputs with regard to impact of the internship on life of people, social entrepreneurship and project to be undertaken during the internship. Ms. Satya Jaiswal, Spring Health Water India Private Limited, Bhubaneswar (Odisha) suggested, *“A session on how we care is going to impact the lives of people should be conducted before we come for it. It will be helpful to sensitize students.”* Mr. Anirudh Sen, DISHA-A Resource Centre for the Disabled, Jaipur (Rajasthan) mentioned, *“There should be more online workshops so that we can contribute more significantly and more interventions from the we care team during the internship.”* Ms. Aashi Gupta, Social and Development Research and Action Group (SADRAG), Ghaziabad (Uttar Pradesh) recommended, *“Before the We Care internship begins, sessions encouraging social entrepreneurship can be conducted so that students view look at all social problems with a mindset to solve them and come up with innovative solutions.”* Mr. Navneet Vaish, Janhit Foundation, Meerut (Uttar Pradesh) suggested, *“A pre-internship session should be held on the kind of projects one can take.”*

The above suggested inputs were already discussed by We Care faculty members during We Care orientation workshop held in June-July 2018. Subsequently the SRF team also took sessions in January 2019 to re-emphasize the importance of We Care.

Other Recommendations

Students were requested that if they have any query or concern related to NGO or project, they should mail to faculty mentor with copy to regional in-charge and We Care office. Such queries or concerns reported by students were addressed immediately. However, eight students suggested that there should be provision for taking regular feedback from students about NGO. A few students suggested that We Care office should request the organisations to provide their weekly feedback and share the same with the students.

Five students suggested to provide break after the internship. In this regard, provision for a travel day has been made while scheduling We Care internship 2020.

Four students suggested that the organisation should consider reimbursing the students' travel expenses. For instance, Mr. Anam Shaikh, Save The Children India, Mumbai (Maharashtra) recommended, *"Students should not be expected to spend from their pockets for travel etc. related to the NGO."* This suggestion though valid, cannot be feasible as donors do not give money to NGOs for administrative expenses. This aspect was discussed during We Care orientation.

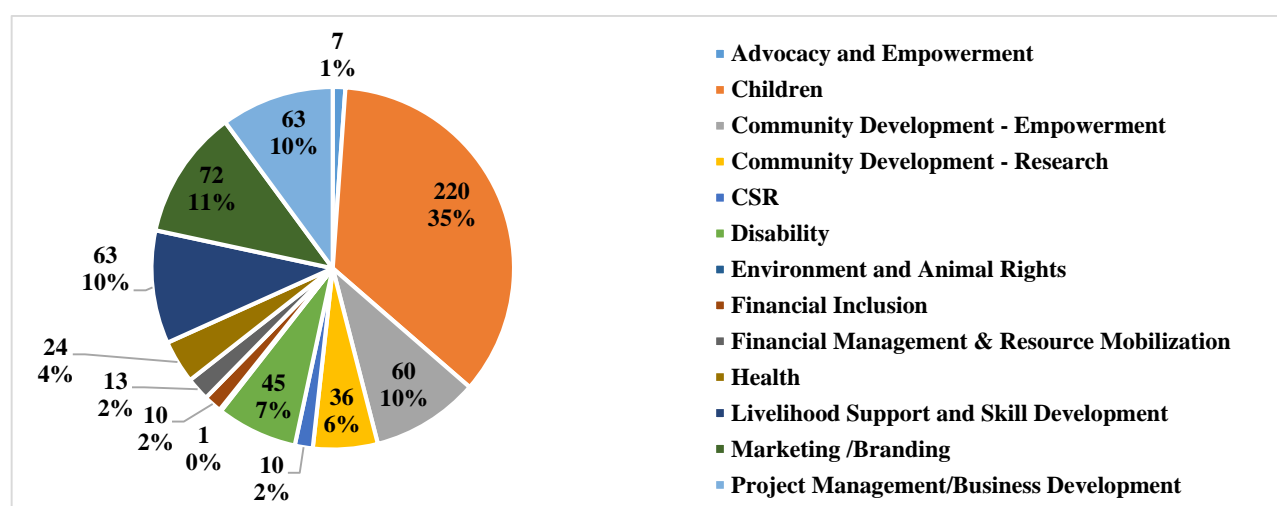
Alternative for poster presentation was recommended by three students. For instance, Mr. Shubhayu Khedia, Sahjeevan Samiti, Shahdol (Madhya Pradesh) recommended, *"College can organize an event in auditorium to showcase the best works done by students in the internship."* Ms. Karuna Nair, Srujna, Mumbai (Maharashtra) suggested, *"Instead of a poster presentation, a documentary submission should be made mandatory."*

It can be summarized that higher number of students found the internship well planned and structured. Hence they did not suggest any modification. Students recommended that internship projects should include office work utilizing their management skills as well as field work to provide them with learning experience complying with objective of the internship.

6. Projects Undertaken

During the internship students handled projects in the area of child welfare, livelihood support and skill development, social marketing, project management, community development, CSR, financial inclusion, advocacy and empowerment, business development, health, resource mobilization, disability, environment and animal rights. Students collectively contributed in all 88,680 man-hours to the social sector.

Fig : 6.1 : Project Category (Area of Work)



* Marketing/Branding includes Marketing /Branding/Communication/Social Media/Event Management

Alignment: Student's Projects with SDGs

The We Care civic engagement internship provides an opportunity to students to actively work on multiple aspects of development which are aligned to different themes of Sustainable Development Goals (SDGs). Refer Fig 6.2 and 6.3.

Fig 6.2 : Alignment : Student's Projects with SDGs (No. of Organisations)

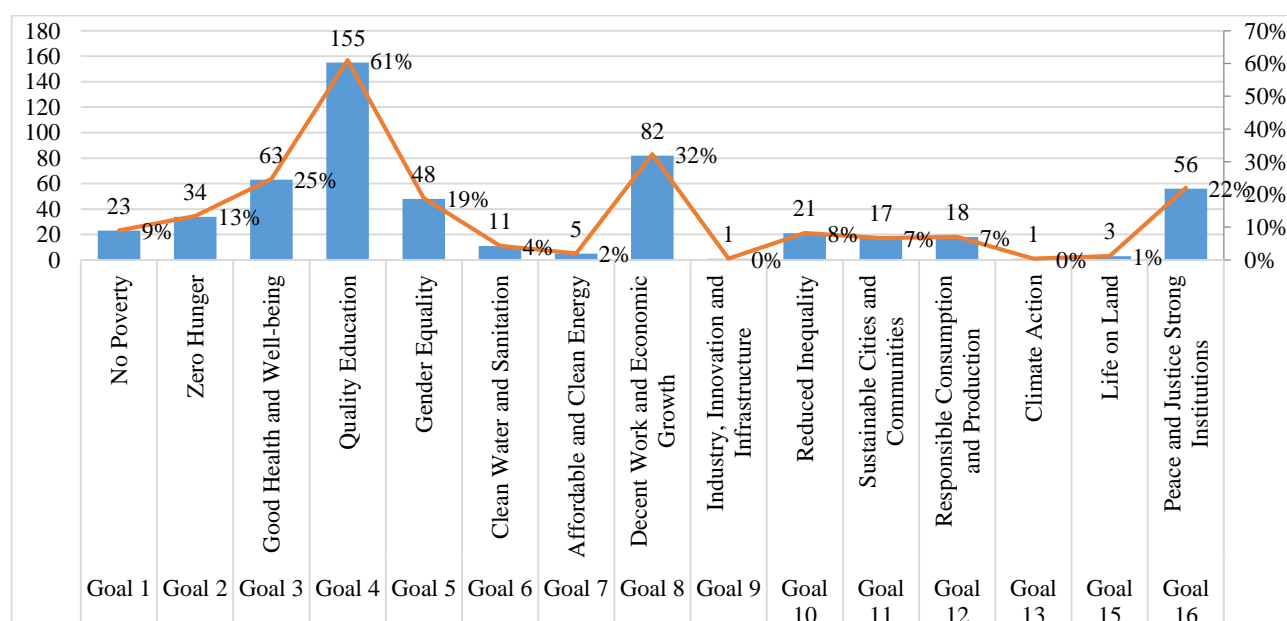
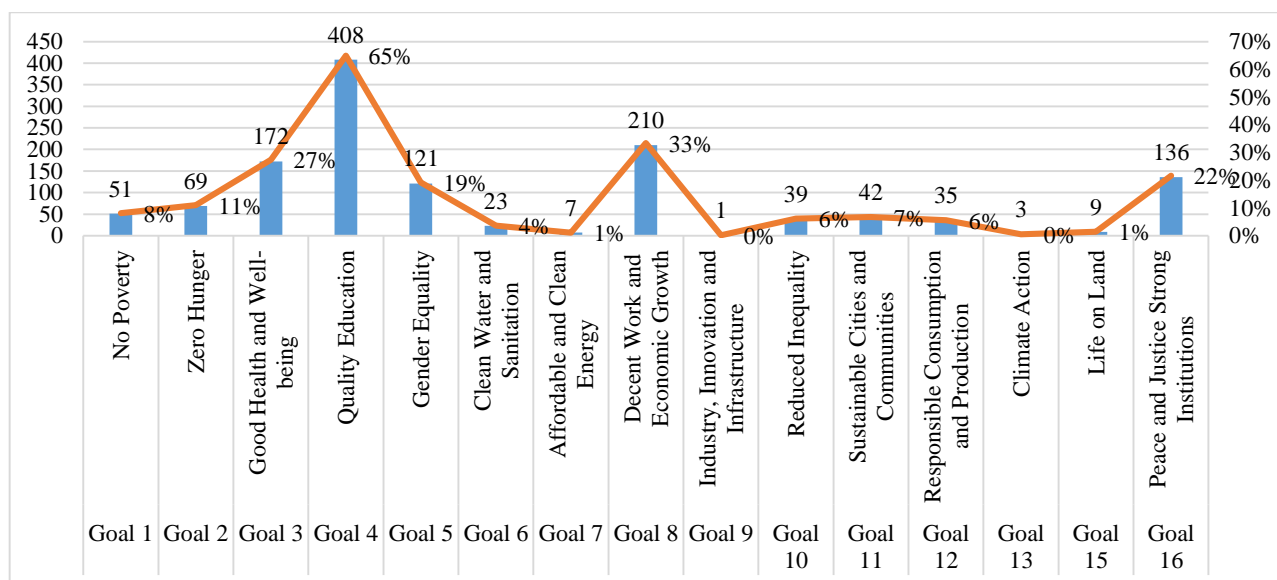


Fig 6.3 : Alignment : Student's Projects with SDGs (No. of Students)



The above figure indicates that 65 % (408) students had undertaken projects in the area of promoting Quality Education (SDG 4). Greater involvement in the area of education is attributed to the fact that 61 % (155) internship organizations were in the area of child welfare. Similarly, 33% (210) students undertook projects in the areas of decent work and economic growth.

7. Feedback by Organization

At the end of the internship feedback was sought from 254 internship organizations. In all, 66% (152) organizations submitted their quantitative feedback through Google form. Out of these, 14 organisations also shared their qualitative feedback through mail. Apart from these, two organisations mailed only qualitative feedback.

Table 4 : Internship Organisations’ Feedback : Objectives and Data Points

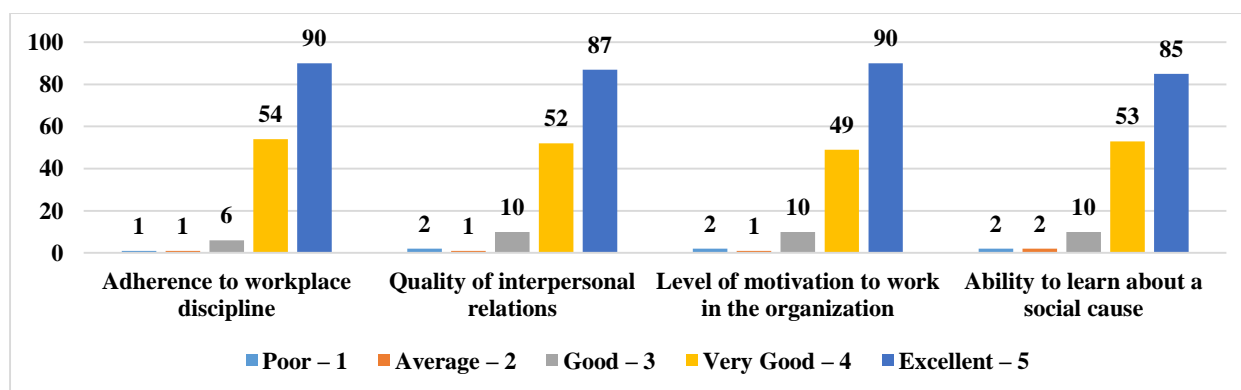
Feedback Objectives	Feedback Data Points
a. Analyze the views of the internship organizations regarding level of satisfaction with students’ conduct, project execution and quality of reporting.	a. Satisfaction with interns’ conduct
b. Recognize special contributions made by the students.	b. Handling of projects
c. Solicit recommendations from internship organizations for strengthening We Care internship	c. Reporting
	d. Special remark regarding students’ Contributions
	e. Suggestions for improvements in the We Care program

The following analysis is based on the quantitative feedback received from 152 internship organisations.

7.1 Level of Satisfaction: Interns’ Conduct

It is observed from the data that high level of satisfaction of the internship organizations with interns’ conduct was reported by 96% (145) organizations. The level of satisfaction was measured on a five-point rating scale ranging from ‘Excellent’ (5) to ‘Very poor’ (1). The parameters used to infer level of satisfaction were i) adherence to the work discipline; ii) quality of interpersonal relations; iii) level of motivation to work with the organization and iv) ability to learn about a social issue. Refer Fig 7.1.

Fig 7.1 : Level of Satisfaction Based on Parameters : Interns’ Conduct



Workplace discipline and conduct

High level of satisfaction with regard to work discipline and over all conduct of the interns was reported by 59% (90) organisations. Organisations reported that the students were disciplined, punctual, very dedicated enthusiastic and sincere. The organisations reported that the students exhibited team spirit, professionalism and interest in work.

Community Action Society, Kolkata (West Bengal) informed, *“Interns were excellent, well behaved and punctual. They contributed for the cause of the children.”* Child Help Foundation (CHF), Mumbai (Maharashtra) mentioned, *“Interns maintained discipline of the organization. They were committed, ready to learn. They participated in activities, taken initiative and maintained good performance at work.”* United Way Mumbai, Mumbai (Maharashtra) stated, *“The interns were disciplined and interested to learn more. Overall conduct was good and they are diligent to tasks assigned.”* Smile Foundation, New Delhi mentioned, *“Ms. Prerna Pahuja is dedicated and disciplined in her work. She has contributed a significant number of blogs and assisted me with work on our website and mobile site.”* Mr. Anurag Kapur was focused and sincere towards the work provided to him.” Balajee Sewa Sansthan, Dehradun (Uttarakhand) expressed, *“Interns were very disciplined, professional and task oriented. They helped us to redesign the process of microfinance in a limited time of less than 4 weeks.”*

Interpersonal relations

The internship organisations observed that the students developed good interpersonal relationship, built good rapport and dealt with patience while dealing with beneficiaries and staff of the organisations. 57% (87) organisations ranked the students excellent in this regard. Subhag Foundation, New Delhi reported, *“Interns were very friendly and helpful while interacting with children, helping them with difficulties at exam time.”* Adarsh Charitable Trust, Ernakulam (Kerala) stated, *“Both the interns were dedicated and sincere in their work with Adarsh. They maintained a regular communication with the assigned staff in charge.”* Salaam Baalak Trust, New Delhi stated, *“Rashmi, Rishi, Nishant, Prakhar and Himanshu have made an earnest attempt to build rapport with the children, being sensitive of their backgrounds and vulnerability*

Spandan Holistic Institute, Mumbai (Maharashtra) informed, *“Both the interns were quite sincere and dedicated. They possessed analytical faculty and worked well Spandan's 70th ‘Free Medical Camp for Children with Disability and Mental Health Problems’. They showed sensitivity and established good rapport with the staff and special children's parents.”* Swami Brahmanand Pratishthan, Mumbai (Maharashtra) mentioned, *“The Interns placed in our Institution were responsible and carried out the projects given to them with ease. They interacted with the students and staff members during their internship and built a good rapport with them. They were committed and completed their projects with dedication.”*

Motivation and dedication for work

It was reported 59% (90) organisations that the students were excellent in motivation. They exhibited self-motivation, professionalism and interest in field work. They worked with diligence and dedication. Manjari Charitable Trust, Kharghar (Maharashtra) informed, *“The interns were self-motivated and hard working. They worked very well as a team and also individually. Their planning for activities and teaching classes was very focused and well thought out with clear learning outcomes in mind.”* Make-A-Wish Foundation, Kolkata, (West Bengal) mentioned, *“Both the interns were too good for interpersonal relationship, project ideas and motivation level.”*

Jan Mitram Kalyan Samiti, Raigarh (Chhattisgarh) stated, *“Students visited field to get first-hand experience and to feel empathy for the cause and project goals. They have got clear understanding of issue and action plan to tackle it. Both interns are bright. perfection comes with experience, but they have done better than expected.”* Community Development Society (CDS), Nagpur (Maharashtra) reported, *“Interns were willing to work in rural areas and eager to understand the working of NGO.”* Manzil Welfare Society New Delhi reported, *“Mr. Vaibhav Sharma's work is of superior quality. He is a dedicated, hardworking and task orientated. He always sought clarity and tried to get other team member's input. He has patience to listen. Before the internship he Skyped with us and after that he visited Manzil, that shows he is willing to serve the community. He worked with mind, hand and heart and that is important for us.”*

Learning attitude about social cause

Around 56% (85) organisations informed that the students exhibited learning attitude and took interest in social cause. Gram Vikas Trust, Bharuch (Gujarat) informed, *“The interns were very flexible in learning new things and had valid questions regarding the work given. The opportunity which was provided to the interns, they used very well to learn social aspect of the society.”* Academy of Learning and Development, Mumbai (Maharashtra) reported, *“The interns took genuine interest in the cause and worked with dedication. They came up with innovative and interesting ideas and were helpful to everyone in the organisation. They helped resolve technology related issues with ease and enthusiasm. It was a pleasure to have them with us.”* Save The Children India, Mumbai (Maharashtra) mentioned, *“Interns were very eager to learn and made very good contributions in their time at the organization. They are very fast learners. We thoroughly enjoyed the mentoring process because of their intelligence and capabilities.”*

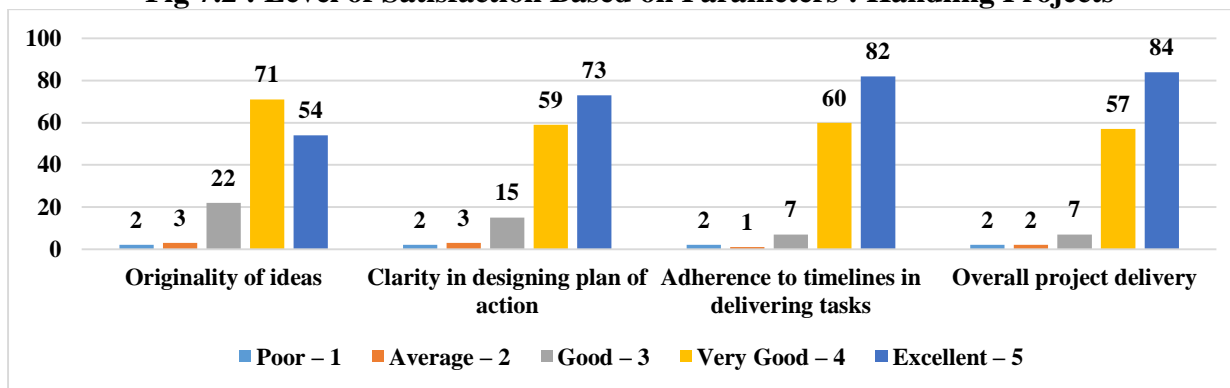
Some organisations observed lack of the students’ discipline, self-motivation and initiative to learn. They also mentioned that the students need to be oriented to the social development sector before commencing their internship and develop interest to work for the community. For instance, AAS - Aim for the Awareness of Society, Indore (Madhya Pradesh) mentioned, *“Out of four only Chirag was the sincere student who contributed to the organisation. Rest of the students took this internship very casually.”* Kalyanam Karoti, Mathura (Uttar Pradesh) expressed, *“The students must understand for whom and what they are going to do. The connection between their course and this work. Actually why they need this course? I believe is important.”* Navjyoti India Foundation, New Delhi stated, *“Students must be keen to learn and willing to contribute in the NGO's. A sense of responsibility must prevail while doing internship. They must not hesitate in doing field visits, to take public transport and change different modes of transportation to reach the project site. They need to have humility and a change of attitude while working with the communities in the field. Internship period must be considered as a learning phase which may not come back.”*

Excluding few exceptions, overall internship organisations were satisfied with the interns’ conduct and performance. Organisations also reported that with their excellent presentation and communications skills students contributed to the satisfaction of the organisations or even beyond their expectations, in some cases.

7.2 Level of Satisfaction: Handling Projects

The level of satisfaction of the internship organizations regarding handling of projects by the interns was measured on a five-point rating scale ranging from ‘Excellent’ (5) to ‘Very Poor’ (1). high level of satisfaction with students’ project execution was reported by 93% (141) organizations. The parameters used to infer level of satisfaction were, i) originality of ideas; ii) clarity in designing plan of action; iii) adherence to timelines in delivering tasks and iv) overall delivery of the project. Refer Fig 7.2.

Fig 7.2 : Level of Satisfaction Based on Parameters : Handling Projects



Originality of ideas

It can be observed from Fig 7.2 that 42% (71) organisations observed that the students had good originality of ideas. Whereas, 36% (54) organisations found that the students were excellent and were innovative in handling their projects.

Aseema Charitable Trust, Mumbai (Maharashtra) reported, “*The interns helped us in various ways and showed creative ideas through their work.*” Roshni Educational Society, Faridabad (Haryana) mentioned, “*Interns’ grapple with the challenges faced by a small resource constrained organisation. For them also it remains a learning experience and few of innovations they have suggested are going to be very fruitful for us.*” Vijayapuram Social Service Society, Kottayam (Kerala) expressed, “*We are happy that both the interns have contributed innovative ideas for performance of certain programmes and events.*” Center for Action Research and People's Development (CARPED), Hyderabad (Telangana) shared, “*The internship project has been novel in exploring alternative framework for handloom sector. Innovative approach has been adopted and the time was short. We are quite happy about the outcomes and the engagement of the interns.*” Mann - Center for Individuals with Special Needs, Mumbai (Maharashtra) mentioned, “*The interns were very eager to explore new options and enthusiastic about all the tasks assigned. They had many unique ideas too.*”

Designing plan of action

Students’ skills in designing plan of action were reported as excellent by 48% (73) organisations. Ashadeep, Guwahati (Assam) shared, “*We appreciate interns’ contribution towards sustainability factor through developing effective business model of piggery farming and organic farming in Ashadeep’s Boko project site. They also contributed in designing of template for cost analysis of the items produced in Ashadeep’s vocational unit and market positioning of the items. The tasks carried out by the interns helped us in developing new marketing strategy.*” Kisan Sanchar, Chandigarh reported, “*Shruti Sharma developed sustainable business model of Kisan Sanchar. She also worked for writing and finalising the project proposal.*” ANK, New Delhi informed, “*All the interns were matured and professional. They contributed in developing curriculum for soft skill, community mobilisation and made a short film about one of our projects.*” District Child Welfare Council, Udhampur (Jammu & Kashmir) shared, “*The intern was an integral part of planning and execution of plans of diverse nature.*”

Timeliness

In all 54% (82) organisations observed that students exhibited excellent timeliness in delivering the tasks assigned to them. Students were able to complete their tasks within stipulated timeline. Srujna, Mumbai (Maharashtra) mentioned, “*Interns showed a strong understanding in the task assigned to them and delivered the task as per timeline. They coordinated with our grassroots partners in a*

professional and knowledgeable manner to complete their task.” Fair Trade Forum India, New Delhi “Interns were well behaved and sincere. They completed all designated tasks within timelines.” Udaan Society, Aligarh (Uttar Pradesh) reported, “The interns Prasoon Gupta and Himanshu Sharma were very much dedicated and concerned for the social cause. They possessed great learning ability with the adherence to the time line and objectives of the organization. During their association with the organization, both of them have done splendid job.” Association for Non-Traditional Employment of Women (ANEW), Chennai (Tamil Nadu) shared, “The interns were very confident, committed and enterprising. They went the extra mile to understand ANEW’s requirements and challenges quickly and delivered their tasks on time.”

Project delivery & usefulness

Internship organisations were satisfied with overall project delivery. 55% (84) organisations found students to be excellent in this regard. They also mentioned that the contribution made by students was useful for them. Bharti Foundation, Gurugram (Haryana) stated, *“Mr. Deshaj came in as a valuable resource and helped the team work on a crucial assignment in the most diligent and intelligent manner.”* Saahas Waste Management Pvt. Ltd., Bengaluru (Karnataka) mentioned, *“It’s a great pleasure to share with you the fantastic attitude and work by your students, especially by Chaitra Chikanna during their internship here at Saahas Zero Waste. We are extremely happy with her ability to understand requirement and deliver solutions. She was able to produce results within the short period of 3 weeks.”*

Gramin Vikas Evam Paryavaran Sanstha (GVEPS), Dausa (Rajasthan) reported, *“A study on skill development training for school dropout students’ was conducted by Mr. Raghav Rawat. He approached 169 families from 6 villages. The study is useful our upcoming skill development projects.”* Salaam Bombay Foundation, Mumbai (Maharashtra) expressed, *“The interns were very high in energy. Their feedback towards the need to change in some aspects of the financial literacy programme was very useful. They never handled the BMC kids before, but still they managed to win many hearts and provided us with some excellent outcomes in the form of projects made by the students.”* CHETNA- Centre for Health Education, Training and Nutrition Awareness, Ahmedabad (Gujarat) stated, *“Interns’ contribution was valuable as their input helped in documenting project activities.”* Navjyoti India Foundation, New Delhi mentioned, *“Mr. Sahil worked on the Digital literacy survey and mobilization. He was hesitant in travelling in the start but did well after he was mentored by the college and the staff at Navjyoti. Surveys conducted by the students will help the organisation in need analysis of a particular area.”*

Organisations reported that the students were proactive and took ownership of their work. ETASHA Society New Delhi NCT Delhi *“They were pro-active, and took initiatives towards their projects themselves. Vaibhav took pains to understand the project and has delivered excellent work. Shrenee was very thorough with her concepts, diligent and dedicated towards her work. Despite having a leg injury, she gave lot of productive work on daily basis. Palak created lot of good quality marketing content, did wonderful designing for the communications team. She also made sure no communication gap happens between the coordinator and the interns and took responsibility wherever possible.”*

Some organisations preferred to give student-wise feedback. They had overall good experience with students’ team placed with them. However, they felt that one or few students had casual approach or could have contributed more significantly. They observed that a few students were working because the internship is mandatory. Deepak Foundation, Vadodara (Gujarat) *“Shrey should have in-depth knowledge about the cause. In-depth analysis could have been managed. Abhishek was excellent. Yash Pandya has helped us in fine tuning our financial plan for a social enterprise project in a tribal area with women farmers. He worked meticulously on the financials and has given us a good idea regarding breakeven point and profitability/ financial viability of the project.”* Atma, Mumbai

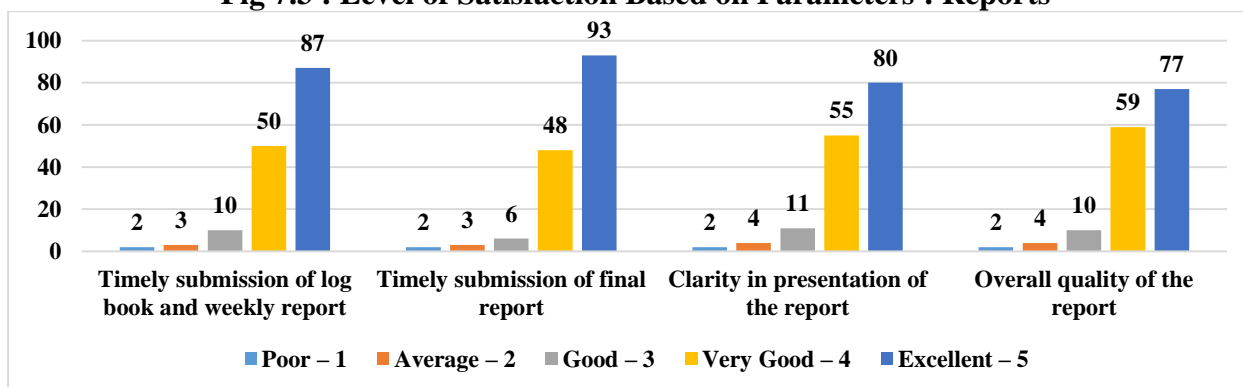
(Maharashtra) mentioned, “*Surabhi Deshmukh was extremely diligent with following up with the partner organisation and did a good amount of research before starting the project. Aneesh Fernandes readily took on an additional small project with a tight deadline when one of the consultants needed help. He took up a lot of projects which made him struggle with last minute submissions. But he did finally submit a completed project. Dhruv Panicker demonstrated a high degree of initiative, ensured that he understood the scope of the projects completely before starting and kept me updated about the progress. He came across as being very professional, diligent and was open to feedback. He had excellent presentation skills. He was great at taking feedback and incorporating it. He worked diligently to complete them by the deadline. He also readily took on an additional small project with a tight deadline when one of the consultants needed help. At no point of time during the volunteering period, did it come across that they were working only because of the mandatory We Care programme. They seemed genuinely interested in the partner work.*”

7.3 Level of Satisfaction: Reports

As per the *We Care* Code of Conduct students were required to submit weekly log which were to be authenticated by the organizational mentors. At the end of the internship students were also required to submit final reports to organization and faculty mentors. It is observed from the data that 94% (142) organisations expressed their satisfaction with regard to reporting skills of the students.

The level of satisfaction of the internship organizations regarding reporting skills of interns was measured on a five-point rating scale ranging from ‘Excellent’ (5) to ‘Very Poor’ (1). The parameters used to infer level of satisfaction were i) timely submission of log book and weekly report; ii) timely submission of final report; iii) clarity in presentation of the report and iv) overall quality of the report. (See Fig 7.3)

Fig 7.3 : Level of Satisfaction Based on Parameters : Reports



Organisations’ feedback highlighted about clarity in presentation of the report and overall quality of the final report. In all nine organisations gave feedback with regard to final reports submitted by the students. Overall the organisations expected the students to reduce generic information, include more project specific information along with success stories, check feasibility of recommendations before suggesting and keep the report simple. It was also suggested that to ensure good quality of the report students should recheck the report before submitting it to the organisation.

Sahyog - care for you, New Delhi suggested, “*Quality of report and clarity in presentation of report is required.*” World Wildlife Fund (WWF) – India, Kolkata (West Bengal) expressed, “*The reports should be submitted in a better way.*” I-India, Jaipur (Rajasthan) recommended, “*We observed that final reports submitted by interns mostly includes generic information, it would be great if they can*

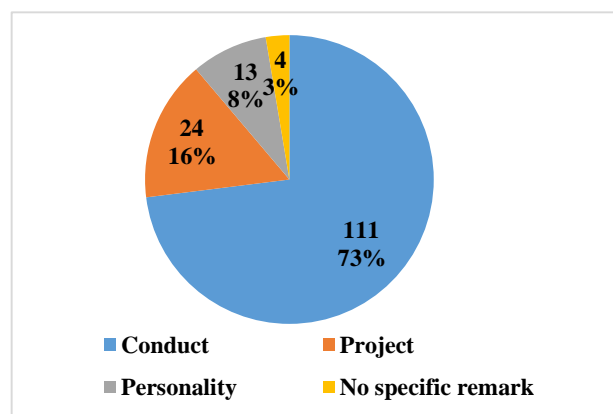
share more effective inputs and study successful case studies and recommend some good and practical solutions.”

Sujaya Foundation, Mumbai (Maharashtra) mentioned, “In terms of reports, good to keep them simple. Recommendations are welcome, though need to be thoroughly looked into before suggesting.” ETASHA Society, New Delhi mentioned, “Ms. Palak needs to check and re-check before submitting reports. She should have more thorough knowledge about the concepts and this should also reflect in her reports.”

7.4 Special Comments on Students’ Performance

Internship organizations were requested to specify contributions made by the students during the internship. These remarks were classified into appropriate categories namely students’ conduct, their overall personality and project performance. The responses of organizations in this regard are presented in Fig 7.4.

Fig 7.4 : Special Comments on Student’s Performance



Interns’ conduct

Responses pertaining to the conduct of students during the internship were received from 73% (111) organisations. The internship organisations found the students to be dedicated, hardworking, diligent, sincere and committed. Students exhibited professionalism, pro-activeness as well as excellent team work. The organisation also informed that the students took initiative and gave valuable inputs which the organisations found very useful for project or for future implementation.

Six organisations expressed that the students’ conduct and contribution during the internship was excellent. Shree Mahadev Educational & Rehabilitation Public Charitable Trust, Surat (Gujarat) informed, “*Interns exhibited excellent and very productive team work. Very good clarity of the project work given.*” SEWA - Society for Education and Welfare Activities, Narnaul (Haryana) reported, “*Excellent job done by Harshit Tayal. He is very sincere and hardworking student.*” Light of Life Trust, Mumbai (Maharashtra) shared, “*Each intern was given a project related to their area of specialisation i.e HR, Finance and Marketing. Their evaluation as well as presentation skills were excellent. In fact, our whole team was impressed with their work and contribution and we will definitely take up the suggestions as proposed by them. Clearly a very sharp and inspired lot the 3 of them were.*”

Grameen Vikas Sanstha, Meerut (Uttar Pradesh) informed, “*Interns were dedicated and sincere towards work. They provided quality information. They were regular and took active participation and responsibilities.*” Make-A-Wish Foundation, New Delhi reported, “*Raghav Bansal and Umang Jain were hardworking and sincere students with a sense of responsibility and maturity towards the tasks handed over to them. There wasn't much need to assign the tasks to them on a daily basis as they understood their work on the initial few days and managed them on their own without any reminders.*” Society for Action in Community Health (SACH), Ludhiana (Punjab) mentioned, “*Interns were enthusiastic and forward in working. They showed interest in learning and diligently explored knowledge on the subject from government universities like GADVASU. They possess good knowledge and attitude to understand the nitty gritty of community dynamics and were able to*

successfully drive the processes.” CRY - Child Rights and You, Kolkata (West Bengal) informed, “Students were very enthusiastic bunch of interns. They were very committed. We wish to work with further batch of students from your university.”

Make-A-Wish Foundation, Chennai (Tamil Nadu) informed, *“Both Mr. Kumar NR and Nishanth Jonathan Ruben were outstanding students. They were hardworking and had lot of ideas to help the progress of the organisation. Between the two, Mr. Kumar NR showed tremendous initiative in his work. His punctuality and dedication was remarkable.”* Make-A-Wish Foundation of India, Ahmedabad (Gujarat) stated, *“Interns delivered the tasks given to them in a nice way. The database prepared by them will be really useful to the organization.”* Asha Deep Foundation, Ghaziabad (Uttar Pradesh) reported, *“We appreciate their initiative and hard-work.”* OSCAR Foundation, Mumbai (Maharashtra) mentioned, *“The volunteers were committed and open to feedback. They had good suggestions and ideas on improving the project. I worked with Darshil Mehta and he supported me in developing a digital marketing strategy.”* Sol's ARC, Mumbai (Maharashtra) informed, *“We really had a good interns from NMIMS. Both Akshay Malhotra and Samruddhi Modak showed dedication and commitment towards the project work assigned to them and successfully completed given assignments.”*

Aastha Parivaar, Mumbai (Maharashtra) mentioned, *“This time the interns were very good. They were very professional with great ideas and ready to take initiative. They were very cooperative and supportive.”* Piramal Foundation (Gandhi Fellowship) reported, *“Gandhi fellowship is happy to work with the interns placed in Mumbai (Maharashtra). They were punctual and professional in their approach, active, energetic, organized and ready to learn new things. Good research work done by them and were eager to experiment with new things to learn. Both the interns placed in New Delhi were positive, pleasant, punctual, professional and productive in the assignments given to them. They were a delight to work with. They did not need much direction or motivation outside of the initial instructions. Sabaa contributed in the content creation and Sejal worked on the Competition analysis.”* Social and Development Research and Action Group (SADRAG), Noida (Uttar Pradesh) stated, *“The interns’ group was very motivating, eager to learn and patiently worked through the projects given to them. A professional approach reflected in their mode of work.”*

Samavedana, Pune (Maharashtra) informed, *“This year we had 3 interns, who had different projects. But they handled them, as a team, focusing more on individual project. In our current stage of development, their contribution has really helped us a lot. The fresh thoughts and skills of young generation are worth admiration. Hosting 3 interns at ones was a challenge as well as blessing for us. Surprisingly all three candidates were genuine in their efforts and contribution and the work they have done is going to help us in the long term. Their ability and liking to understand the social issues is appreciated and the solutions they provided are valued.”* Vatsalya Trust, Mumbai (Maharashtra) mentioned, *“Received valuable inputs from the interns. They exhibited great level of sincerity, commitment and devotion for assignment. Their well-coordinated and planned team work is appreciated.”* Vikas Sahyog Pratishthan, Mumbai (Maharashtra) reported, *“Both interns-Akhil and Pratik were efficient and committed to the tasks given by VSP. Their team work was well coordinated.”*

Association for the Rural Development (ARD), Nellore (Andhra Pradesh) mentioned, *“We got valuable insights from the intern. She is very responsive and responsible.”* Awaaz The NGO : A Voice for Change, Bulandshahr (Uttar Pradesh) reported, *“Intern was devoted towards work and took deep interest and courage to complete the project research with all efforts and potential. Also she worked very hard and got the full knowledge of social activities.”* Nehru Yuva Kendra Sangathan, Bhilwara (Rajasthan) informed, *“The intern helped us at every step. They organised many awareness programs with us and helped in updating portal.”*

A few organisation also informed that the students took additional responsibility over and above the projects assigned to them. Muskan Foundation for People with Multiple Disabilities, Mumbai Maharashtra stated, *“The work done by interns is a huge help to us as not only did they sort out many things, but they set us on the clear path for the next financial year. They also helped in areas which were not part of their project given. They multi-tasked with the amount of projects that they were given. They also showed patience in getting the work done many times.”* Navjyoti India Foundation, New Delhi mentioned, *“Gagan worked on the social media and online platforms for fundraising of the organisation. His performance on the tasks given to him was admirable. He was open to the feedback given to him. He also taught Vedic maths to the students of our Remedial Education Program which was over and above the tasks given to him.”* Pragati Abhiyan Nashik Maharashtra reported, *“The subject, the area was new to both the interns, but they were eager to learn. They were ready to learn from anybody and everybody, to meet and interact with people across the board. They drafted a report which is beyond their given tasks. We wish them all the best in all their efforts.”*

VIDYA Mumbai Maharashtra *“All 5 volunteers were great in their work. All the tasks given were completed on time with absolute perfectness. They truly became part of our communities and team in 24 days they spent with us. We are thankful to NMIMS for this association with VIDYA.”*

Nine organisations felt that the students could have perform and contributed in a better way. Organisational mentors mentioned that students need to read about the organisation before going for the internship, be proactive, improve time management, communication skills and networking outside the working team. Spring Health Water India Private Limited, Bhubaneswar (Odisha) expressed, *“Students worked very well as a team, but on individual performance all of them were lacking in leadership skills and not confident of doing the assigned task as individuals. So I would recommend that if possible groom them for taking on greater responsibilities as individuals for such projects rather than doing it as a team.”*

Project

In all 16% (24) organisations highlighted students’ valuable contribution in varied operational areas. Students contributed in strategic planning for organisation, redesigning their policies, increasing organisation’s online as well as offline visibility, marketing their products, setting IT infrastructure, digitization of records and so on. Their contribution in developing curriculum, innovative pedagogy, conducting learning sessions, engaging students in extracurricular activities were well appreciated by the organisations. Students also documented success stories and designed annual reports.

Disha, Jaipur (Rajasthan) mentioned, *“All the students did brilliant work on renovation of Sand Pit for the children. Aditya & Jayati prepared a commendable draft of our Annual Report. Meghna compiled impressive success stories of 2 children from each class. Anirudh designed new look brochures of DISHA and documented 2 impressive motivational talk for our staff members. Shashank was instrumental in covering up the syllabus and taking computer classes of our students of B.Ed, D.Ed and NIOS senior.”* Naya Sawera, Jaipur (Rajasthan) reported, *“Interns did good job for IT department of NGO.”* Smile Foundation, Hyderabad (Telangana) stated, *“Interns Enhanced capacities of underprivileged youth.”* Shramik Bharti, Kanpur (Uttar Pradesh) informed, *“Interns understood the project well and redesigned the strategy. They developed business model canvas, did primary research and designed communication strategy.”*

Disha Sewa Sansthan, Meerut (Uttar Pradesh) stated, *“The work done by the interns on different projects was good. They identified the gaps and helped us in executing the projects.”* Tapovan Education Foundation, Noida (Uttar Pradesh) reported, *“Interns contributed in digitization of students’ record, field surveys and videography of students-parents-faculty interaction. For Annual Day event they managed flex banners and invites (e_cards). They conducted workshop for teachers on methodology, findings and recommendations. They also reviewed curriculum and recommended*

improvements.” World Wildlife Fund (WWF), Kolkata (West Bengal) informed, *“The interns contributed in WWF's publications.”* Aaradhana Sanstha, Agra (Uttar Pradesh) mentioned, *“Interns took initiative for raising funds for the education of nomadic children.”* Development Support Team, Ankleshwar (Gujarat) reported, *“Suggestion for improvement in project reporting system were given by the interns.”*

Deshbandhu Club, Silchar (Assam) informed *“The intern helped us towards the organising and conducting of the awareness program hosted by Deshabandhu Club. She interacted and contributed towards the learning for the mentally challenged children at DISHA centre. She had an interactive learning session at Anganwadi training programme. She was able to analyse the problems faced by the disturbed children in the district.”* Spandan Samaj Seva Samiti, Khandwa (Madhya Pradesh) stated, *“The intern contributed significantly to our organization by making our work more visible.”* Catalysts for Social Action (CSA), Mumbai (Maharashtra) reported, *“Ravi Kungwani was efficient, conscientious and quick in turning around tasks. Ishan Mudgalkar displayed a keen sense of understanding our work and worked on campaigns effectively.”* SETU Abhiyan, Bhuj (Gujarat) informed, *“Manan gave some specific points to us on which we should start our work.”* IBTADA, Alwar (Rajasthan) reported, *“Siddhant was a very good student and documented our long pending case studies. He also helped in setting up Google G Suite which was beyond our understanding.”*

Personality

Comments related to students' overall personality were received from 8% (13 organisations). For instance, Sahiti Charitable Trust, Rajahmundry (Andhra Pradesh) informed, *“The intern was helpful, supportive and involving.”* Pratham Mysore, Mysore (Karnataka) mentioned, *“The intern was very dedicated person.”* Association for the Welfare of the Handicapped (AWH), Kozhikode (Kerala) stated, *“The intern was dedicated in understanding the work of Childline.”*

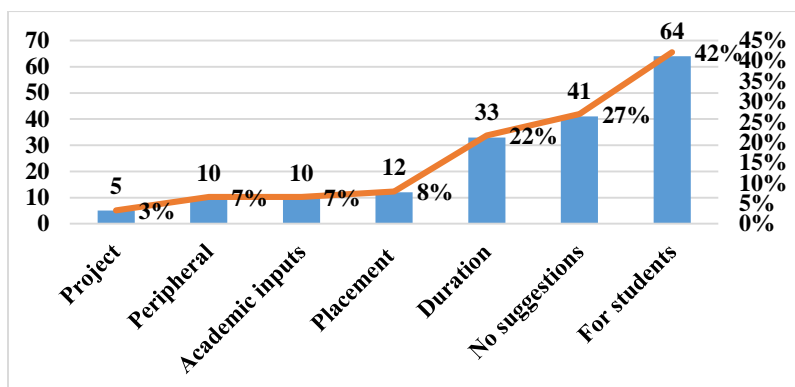
Umang Charitable Trust, Mumbai (Maharashtra) expressed *“Interns' energy and diligent work will definitely lead them to the highest peak in the career.”* Annapurna Pariwar, Pune (Maharashtra) mentioned, *“Interns' sincerity and sense of purpose is very much appreciated.”* Hope Foundation, Kolkata (West Bengal) stated, *“Students were very professional.”* Towards Future, Kolkata (West Bengal) informed, *“Students were sensitive towards the marginalized section of the society and are accommodating to them.”* Turnstone Global, Kolkata (West Bengal) stated, *“Interns are good persons.”*

Overall internship organisations observed that the students were dedicated, diligent, responsible, enthusiastic, sincere, proactive and innovative. The organisational staff found that the students were helpful, supportive, accommodative as well as good and understanding persons. They took keen interest and worked hard to understand about the development sector, about the social issues and contributed to the social cause. (Refer Annexure X for qualitative impact of We Care internship from on internship organisations.)

7.5 Recommendations

Internship organizations were requested to give suggestions to increase operational effectiveness of We Care internship. As depicted in Fig 7.5, 27% (41 organisations) did not offer any suggestions as they felt that We Care internship is well organized. SOS Children's Village, Jammu (Jammu & Kashmir) expressed, *“No suggestions, everything is well planned and well organized.”* Catalysts for Social Action (CSA), Mumbai (Maharashtra) mentioned, *“We were able to get many tasks executed seamlessly. We look forward to the continued association with the We Care team!”* Muskan Foundation for People with Multiple Disabilities, Mumbai (Maharashtra) informed, *“I really like the We Care Internship Model. The model covers a lot of areas.”*

Fig 7.5 : Recommendations by internship organisations



* Multiple responses - will not total to 152

Recommendations for Students

Suggestions for improvement in the students' performance or personality were extended by 42% (64 organisations). Out of these, 11 organizations mentioned that students should improve skills in areas of communication, report writing, work planning, time management, presentation and leadership.

SETU Abhiyan, Bhuj (Gujarat) suggested, "*Intern needs to work*

on communication, as we found he had very less communication with our project team." Hope Foundation, New Delhi recommended, "*Interns should be more interactive. They should seek more advise / suggestions from organisational mentor.*" Society for Action in Community Health (SACH), Ludhiana (Punjab) suggested, "*Continuous coordination and update may be done and discussions with program manager and director may be sought for maintaining expected direction of the outcomes. It would help them understand better the expectations of the organisation in the assignments.*" Manzil Welfare Society, New Delhi recommended, "*Interns should give information to their mentor. Vaibhav is less expressive, less talkative fellow but he is good at work. He has to learn come on time, information and initiative part.*"

CHETNA- Centre for Health Education, Training and Nutrition Awareness, Ahmedabad (Gujarat) suggested, "*Interns should learn about communication to the right person at right time and managing resources.*" Piramal Foundation (Gandhi Fellowship), Mumbai (Maharashtra) recommended, "*Communication could be more strong and impactful with stakeholders. Interns should work with better time management and planning more strategically for quality results.*" Save The Children India, Mumbai (Maharashtra) suggested, "*The interns were good at writing. They can improve their communication skills further and get better at expressing themselves.*" Association for Non-Traditional Employment of Women (ANEW), Chennai (Tamil Nadu) recommended, "*Interns could work on developing a more assertive style of communication to be effective in a corporate set up.*" Swasth Foundation, Mumbai (Maharashtra) suggested, "*Training on work planning and on communication should be given to the students.*"

Towards Future, Kolkata (West Bengal) suggested, "*Interns need to develop the clarity in their report and planning of their activity. It will be good if they share their plan in advance with their mentor. Mentor can help them to plan in a better way.*" Navjeevan Trust, Rajkot (Gujarat) recommended, "*Interns need to improve their plan of action and project delivery.*" Mountain Children's Foundation (MCF), Dehradun (Uttarakhand) suggested, "*Better planning and time management skills are required.*"

A few organisations suggested that the students should be able to communicate fluently in local language. For instance, Lokshakti Samiti, Raigarh (Chhattisgarh) suggested, "*Fluency in local dialect will help intern in communicating with rural people better.*" Need Base India, Koppal (Karnataka) recommended, "*Conversing more in Kannada and improving intern's Kannada language will be helpful.*"

Suraj Foundation, Kupwad (Maharashtra) suggested, "*Further improvement in presentation is required.*" Naya Sawera, Jaipur (Rajasthan) recommended, "*Interns should be more formal while*

working.” Youth for Unity and Voluntary Action (YUVA), Mumbai (Maharashtra) suggested, “Yash needs to work on skills of facilitating groups. Aishwarya needs to be more flexible and open to new experiences.”

Eight organisations suggested that, before commencement of internship students should study about their respective internship organisation, UN projects, government policies, values of social sector, role of public and private sector organisations and their impact on the public policies. They also opined that the institute should arrange for such training or orientation session and sensitize students.

Disha Sewa Sansthan, Meerut (Uttar Pradesh) suggested, *“Students can learn more about the social issues, especially in rural areas, by means of training by the college, before the commencement of We Care.”* Chetana Conscience of Women, New Delhi recommended, *“Little preparedness of students and understanding how social organisation works (introducing the aim of being in social sector) will be helpful.”* Subhag Foundation, New Delhi suggested, *“More knowledge about UN Projects, National and State level schemes for the poor and under privileged would be advantageous.”* Gandhi Adhyan Peeth, Varanasi (Uttar Pradesh) recommended, *“Students should know about social services.”* Right Track, Kolkata (West Bengal), *“Students should have more exposure to fields to have better understanding of the social issues.”*

Roshni Educational Society, Faridabad (Haryana) suggested, *“If interns come prepared beforehand for the projects for which they are going to work, can save lot of time and energy. They can straightaway come with some concrete steps to be implemented instead of groping in the dark for initial few days.”* Enable India, Jamshedpur (Jharkhand) suggested, *“Intern should try to understand more about disability and how to include people with disabilities.”* Vijayapuram Social Service Society, Kottayam (Kerala) recommended, *“In case of assignment to community development organization, an awareness on community development approaches may be given to cope up with the situation.”* Jan Sahas Social Development Society, Bhopal (Madhya Pradesh) suggested, *“Intern needs to improve understanding of social issues and legal understanding.”*

Organisations felt that the students can perform better if they are proactive, flexible and ready to travel for field work. They suggested that the students should come up with innovative ideas, suggest technology based suggestions. They also recommended that the students should learn to work individually / independently, develop sense of accountability.

Navjyoti India Foundation, New Delhi expressed, *“Students should be ready to take public transports and change different modes of transportation to reach the project sites in the field. As a student of Management and especially marketing, they must not hesitate in doing field visits, travelling by themselves and especially public transportation.”* Isha Vidhya, Coimbatore (Tamil Nadu) suggested, *“Interns should have flexibility to travel to our school locations.”* Deshbandhu Club, Silchar (Assam) suggested, *“Interns could be more engaged in the outreach programmes. They could interact more and more with the rural population of the district.”* Deepalaya, New Delhi stated, *“Interns can get more involved at the projects level.”*

World Wildlife Fund (WWF), Mumbai (Maharashtra) recommended, *“The interns need to be more proactive in their approach on follow ups.”* United Way, Mumbai (Maharashtra) suggested, *“More proactiveness to learn different topics, betterment in networking outside the working team.”* Piramal Foundation (Gandhi Fellowship), New Delhi expressed, *“More experience in a work setting will be helpful. Interns did the work given quite well but didn’t initiate to learn more.”*

Prakashdeep, Faridabad (Haryana) suggested, *“Interns should come with innovative ideas and solutions in synchronization with the technological advancements taking place exponentially in the 21st century.”* Social and Development Research and Action Group (SADRAG), Noida (Uttar

Pradesh) recommended, *“Students may come with their own idea and compose a project with our help.”* Light of Life Trust, Mumbai (Maharashtra) suggested, *“A little extra research by interns from over and above the tasks that were given to them would have brought in a fresh input for us.”*

Make-A-Wish Foundation, Mumbai (Maharashtra) recommended, *“Interns need to improve quality of content created and take more ownership of project.”* Gram Vikas Trust, Bharuch (Gujarat) recommended, *“One thing interns need to inculcate is, every work is done only by going in depth and not on superficial level.”* Smile Foundation, New Delhi suggested, *“Intern’s blogs could have been a little lengthier. However, she has done quite satisfactory work.”* SEWA - Society for Education and Welfare Activities, Narnaul (Haryana) suggested, *“Intern needs to improve in delivering lecture.”* Hope Foundation, Kolkata (West Bengal) mentioned, *“We are satisfied with interns’ performance. At this stage, we could only suggest you to maintain the standard consistently.”*

Spandan Holistic Institute, Mumbai (Maharashtra) recommended, *“Interns should understand that the internship has given them an opportunity to appreciate what is ‘Service’ orientation and what is holistic perspective. They should work on these aspects further. That will improve their conceptual matrix and help in evolving wonderful humane aspect resident within.”* Aarohan, New Delhi suggested, *“Interns should be more empathetic and sensitive to deal with underprivileged children.”*

It can be summarized from the above discussion that there is lot of scope for improvement in developing personalities of students and enable them to be sensitive and inclusive persons.

Duration

In all 22% (33 organisations) suggested that duration of the internship should be increased to help the students to understand social sector and implement the projects recommended by the students.

Welfare Services Ernakulam, Ernakulam (Kerala) suggested, *“A longer period of internship is desirable to do a more meaningful project.”* Divya Disha, Hyderabad (Telangana) suggested, *“Internship duration can be increased so that students can get more time to understand the organization and can experience community work.”* Muskaan, New Delhi recommended, *“This is for the We Care program- 3 weeks is a very short period as your students are able to deliver what is given. But to ensure its smooth implementation in the organisation support is required on long term basis.”*

Atma, Mumbai (Maharashtra) suggested, *“The 20 days of work is definitely not enough. Students could have been given extra buffer time in case they didn't manage to complete any project with the organisation. Duration of the project could be longer if the students really want to understand the organisation and work for the social sector.”* Make-A-Wish Foundation, New Delhi recommended, *“The University should give at least one-month time to students at any organisation for them to better understand the workings of an organisation.”*

Three organisations mentioned that the duration should be minimum two months. Aarambh Education & Community Development Society, Bhopal (Madhya Pradesh) suggested, *“The time period can be at least for two months.”* Association for the Rural Development (ARD), Nellore (Andhra Pradesh) recommended, *“Duration of the internship should be at least two months.”* Spring Health Water India Private Limited, Bhubaneswar (Odisha) recommended, *“If the program duration can be increased from 3 weeks to say 6 to 8 weeks, this will help the students as well as the organization to justify the task assigned to them.”*

A few organisations mentioned that the duration of internship should be rescheduled instead of February. For instance, Samavedana, Pune (Maharashtra) suggested, *“The time of internship is not*

convenient, as in February, we are also busy in year end target achievements and students also lose contact afterwards as they get busy in their exams, projects etc.”

Placement

Suggestions pertaining to placement of the interns were given by 8% (12) organisations. Out of these, nine organisations suggested to place more students every year. They further suggested to place students in pairs or team. For instance, Association for the Rural Development (ARD), Nellore (Andhra Pradesh) recommended, *“Rather than one student, it would be better to send a group consisting of a minimum of two students. Students should be sent every year during their course so that they can learn more.”* Sahiti Charitable Trust, Rajahmundry (Andhra Pradesh) suggested, *“We can provide this service to even more candidates. Hope the count will be more in the coming years.”* Umang Charitable Trust, Mumbai (Maharashtra) suggested, *“One male and one female volunteer can be provided next time.”*

On the other hand, one organisation suggested to place single student. Saurashtra Medical & Educational Charitable Trust, Rajkot (Gujarat) suggested, *“Instead of batches it is recommended to send students individually which can help them to work stand alone.”*

Two organisations mentioned that they have multiple locations where they can place the students. Vatsalya Trust, Mumbai (Maharashtra) recommended, *“As we locate at three places Kanjurmarg, Sanpada and Alibag so feel free to assign interns from respective area for internship.”* Kisan Sanchar, Zirakpur (Punjab) suggested, *“Kisan Sanchar has now new openings of internship at district Yamunanagar and Karnal also. NMIMS may consider the new locations for We Care 2020.”*

Academic Inputs

In all seven percent (10 organisations) provided suggestions to prepare students for the internship. Organisational mentors felt need to sensitize students towards social sector. It can be inferred from the feedback given by the internship organisations that they want institute to conduct orientation for the students to sensitize them towards the social issues and provide them with basic knowledge of development sector. Sujaya Foundation, Mumbai (Maharashtra) suggested, *“A discourse on organizational values, in particular Non-profit sector, role of public and private sector to influence policy and programs would be helpful for interns to gain a road understanding of the NGO sector (if not taken).”*

Make-A-Wish Foundation of India, Ahmedabad (Gujarat) recommended *“Interns need to be sensitized before placing them in a organization like us.”* Gramin Vikas Evam Paryavaran Sanstha (GVEPS), Dausa (Rajasthan) suggested, *“I think before internship an orientation training and two days field visit in near areas of your institute would be conducted for students’ practical capacity building. You can also invite CEOs of organisation where your interns going to get internship.”*

Project

Project related recommendations were given by 3% (5) organisations. Organisations highlighted that the interns should contact the organisations well in advance and discuss their ideas and plan for project. This will help them to finalize project before the internship and students can be prepared to start work from first day itself. OSCAR Foundation, Mumbai (Maharashtra) suggested, *“Interns should connect the prospective volunteer with their mentor before the internship to explore the interest areas of the intern. That way, the mentor can figure out where the intern can contribute the most.”* SOS Children's Village, Pune (Maharashtra) recommended, *“Interns need to kindly discuss with the institute and plan for the areas to be engaged before sending.”*

Social and Development Research and Action Group (SADRAG), Noida (Uttar Pradesh) suggested, *“A slightly more time to spend with the organisation is recommended. Students may come with their*

own idea and compose a project with our help.” Tapovan Education Foundation, Noida (Uttar Pradesh) suggested, “It would have been immensely helpful if it is possible to have a follow-on stint for execution and monitoring of recommendations. The efforts were best focussed on academics, activities and administration only. There was a desire to improvise web page and fund raising ideas. But could not be achieved, purely due to paucity of time (3 weeks duration is a bit short period for 3 interns, but they really put their best in a very detailed and elaborate fashion, Well Done).”

Peripheral

Other suggestions given by 7% (10) organisations were related to weekly feedback from NGO regarding student's performance, separate feedback form for each intern, more clarity regarding finalizing reports, students' engagement in social work after education and so on. Specifically Community Development Society (CDS), Nagpur (Maharashtra) recommended, *“Regular workshop along with the social welfare organization in which your students were placed for internship should be conducted jointly at NMIMS. We would also like to know your expectation. NMIMS faculty members may visit the NGOs.”*

8. We Care Evaluation, Poster Presentation & Competitions

8.1 Evaluation

The students were required to adhere to the following:

- 1) 'Code of Conduct' specified by the Institute as well internship organization.
- 2) Maintain weekly reports.
- 3) Submit online weekly reports.
- 4) Submit soft copy of the final project report to the internship organization, faculty mentor and We Care office.

Assessment of students' performance was done based on the following criteria:

1. Submission of soft copy of final project report to the internship organization, faculty mentor and *We Care* team in Mumbai.
2. Securing 'Certificate of Completion' from internship organization.
3. Securing 'Certificate of Completion' from faculty mentors on the basis of:
 - Communication with the faculty mentor prior to as well as during the internship
 - Submission of hard copies of weekly reports duly approved and signed by the organizational mentor
 - Submission of soft copy of final report
 - Viva-voce based on the final project report
 - Mapping student's learning through Rubric
4. Presentation of learnings through the Poster Presentation to independent jury

8.2 Poster Presentation

Post internship, poster presentation event is organized to facilitate sharing of knowledge and innovative ideas with the peers and experts from various sectors. We Care poster presentation is mandatory part of We Care internship. The learning journey of the civic engagement culminated with the Poster Presentation on March 2, 2019 at B. J. Hall in Vile Parle, Mumbai. The event was inaugurated by Mr. Pankaj Phatarphod, MD and Country Head of Services, Royal Bank of Scotland; Mr. Tushar Rastogi, National Manager, TATA AIG and Ms. Neha Astana, Associate Director TA, Media.net. The posters were evaluated by 56 distinguished judges from the social sector. Based on the results, posters designed by 21 teams won cash prizes worth INR 2.10 lakh. (Refer *Annexure XI*)

8.3 We Care Competitions

To enhance the student's internship experience, We Care competitions are organized in partnership with Social Responsibility Forum every year.

To augment the internship experience the following three competitions were organized between March 1-3, 2019:-

- A) Photo collage: To depict moving experiences during internship journey.
The photo collage competition WhatMovedYou had participation of 20 students.
- B) We Care Documentary: Short Films on advocacy of social issues or on projects carried out.
We Care Documentary making had participation of 12 teams comprising of 22 students

C) We Innovate B-Plan: Platform to share entrepreneurial ideas to address social issues.

In all 6 teams comprising of 15 students participated for the 'We Innovate' Social B-Plan Competition.

This year various competitions in partnership with Social Responsibility Forum were organized between March 1-3, 2019, to enhance the student's internship experience. The photo collage competition WhatMovedYou had participation of 20 students, the We Care Documentary making had participation of 12 teams comprising of 22 students and in all 6 teams comprising of 15 students participated for the 'We Innovate' Social B-Plan Competition. (Refer Annexure XII)

9. Agenda Ahead

Based on the above feedback by students as well as internship organisations following points were considered for future implementation :-

- 1) **To & fro travel** : As outstation students do not get extra time to travel to & fro from NMIMS to internship organisation, it was proposed to add one extra day prior to commencement & completion of internship to facilitate their travel. Accordingly the We Care 2020 internship has allocated extra to & fro travel day.
- 2) **Pre internship interaction** : Students have to visit their respective internship organisations during Diwali / Christmas vacation and interact with the organizational mentor / staff. This will help them to get oriented to the organization's culture and increase their understanding of the social issues. In case if personal meeting prior to placement is not possible, students should connect with the mentor through skype / conference call or through email prior to the commencement of the internship and update the We Care team accordingly.
- 3) **Academic Inputs**: The faculty should give appropriate orientation and guidance to the students to establish the validity and importance of We Care internship. Faculty can suggest readings in the areas of social / public policy, government reports as well as reports published by national and international NGOs.

Annexure I
We Care Student Data Form

SVKM's NMIMS
School of Business Management
MBA (Batch 2018-2020)

We Care: Civic Engagement 2019
Student Data Form

1. Name: _____
2. Gender: _____
3. Age: _____
4. Course: _____
5. Division: _____
6. Roll No (A001 / HR-A001): _____
7. SAP ID : _____
8. NMIMS Email ID: _____
9. Mobile No: _____
10. Parent's current Residential Address: _____
11. City / Town: _____
12. District: _____
13. State: _____
14. Pin code: _____
15. Contact Number (Home, Father, Mother): _____
16. Graduation Degree: _____
17. Volunteer Skill Set: Please tick the appropriate
 - a. IT Skills
 - b. Marketing Skills
 - c. Teaching Skills
 - d. Finance Skills
 - e. Any other, specify _____
18. Work Experience :
 - a. Company / Organisation : _____
 - b. Number of months (Numerical only, Freshers should mention 0) : _____
 - c. Sector: Please tick the appropriate
 - a) Finance b) Marketing c) HR d) IT
 - e) Operations f) None (Fresher) g) Any other, specify _____
19. Have you worked as an employee volunteer in your company's CSR department
 - a) Yes b) No
20. If yes, share Name and Contact No of your company's CSR Executive/Manager: _____
21. Languages known (other than English)
 1. _____ 2. _____ 3. _____
22. Intended field of Internship⁹: (Give any 4 Preferences)¹⁰
 - a. Animal Rights
 - b. Child Welfare
 - c. Community Development

⁹ Efforts will be made to locate NGOs in your preferred areas, but in case we are unable to locate the same, you shall have to intern in an NGO which is allocated to you. If a credible NGO is not located in your hometown you will be placed in Mumbai

¹⁰ Some organisations may ask for internship fees ranging from Rs. 500/- to 7000/- which will have to be borne by the student.

- d. Differently Abled
 - e. Economic Empowerment
 - f. Health
 - g. Micro Finance
 - h. Women Empowerment
 - i. No Preference
23. Are you willing to be placed anywhere in India if the organisation bears lodging & boarding cost?
- a) Yes b) No
24. Are your parents working in PSU? a) Yes b) No
25. If yes, are you willing to intern in the CSR department of the PSU? a) Yes b) No
26. If yes, please give the contact details of the Approving authority / CSR department of the PSU
- a. Name and Designation of the official
 - b. Name and location of the PSU
 - c. Contact number
 - d. Email ID

In case you do not have the contact details now, please arrange to send the same to wecare@nmims.edu by July 10, 2018.

Declaration: I hereby declare that the personal as well as residence details furnished in this form are accurate and true. In case the information is found to be false or untrue or misleading, I am aware that I may be held liable for it.

Annexure II
State-wise Distribution of Internship Organizations & Geographical Spread

State-wise Distribution of Internship Organizations

State / UT	No. of Students	NGO	Corporate (Private)	Corporate (PSU)	Total No. of Organisations
Andhra Pradesh	11	8			8
Assam	5	3			3
Bihar	6	4			4
Chandigarh	10	3			3
Chhattisgarh	7	4		1	5
Goa	1	1			1
Gujarat	64	21			21
Haryana	30	15			15
Himachal Pradesh	2	2			2
Jammu and Kashmir	5	1		1	2
Jharkhand	8	4			4
Karnataka	16	9			9
Kerala	8	4			4
Madhya Pradesh	21	11			11
Maharashtra	166	58	1		59
NCT Delhi	74	23		1	24
Odisha	11	4	1	1	6
Punjab	12	6			6
Rajasthan	28	11	1		12
Tamil Nadu	14	6			6
Telangana	12	4			4
Uttar Pradesh	59	22		2	24
Uttarakhand	8	4			4
West Bengal	50	17			17
Grand Total	628	245	3	6	254

Geographical Spread of Students: Zone-wise

Fig II.1 : Geographical Spread : Zone-wise Number of Students

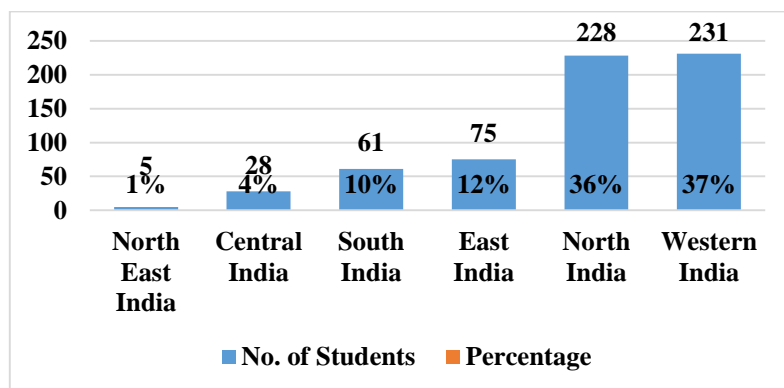


Fig II.2 : Students : North India

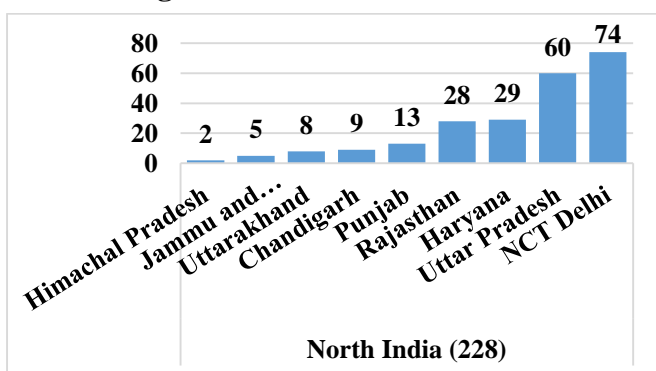


Fig II.3 : Students : Central India

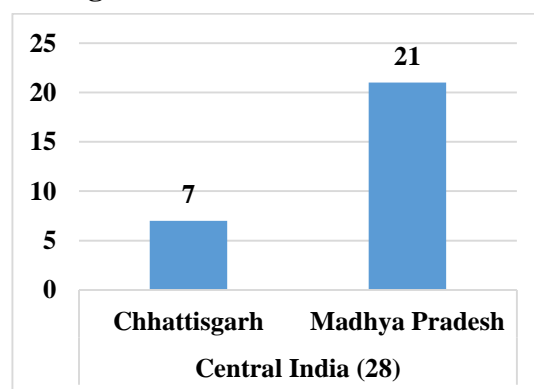


Fig II.4 : Students : East India and North East India

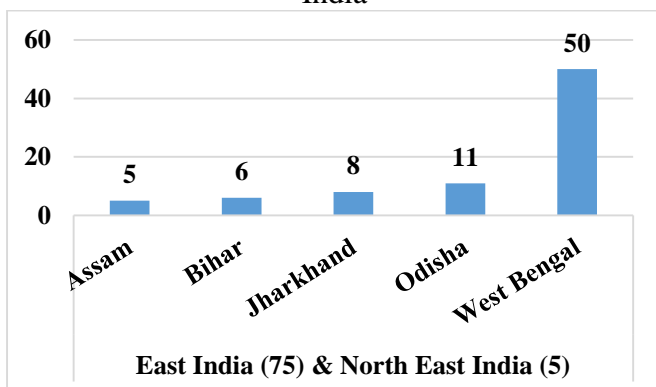


Fig II.5 : Students : Western India

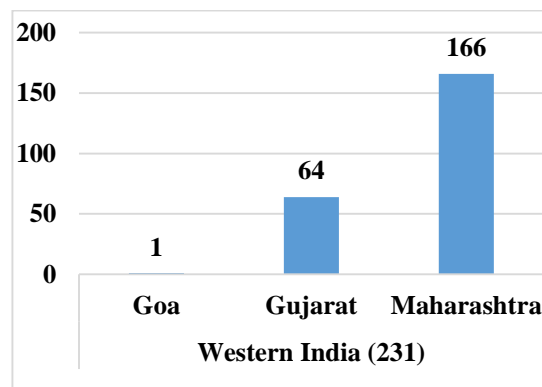
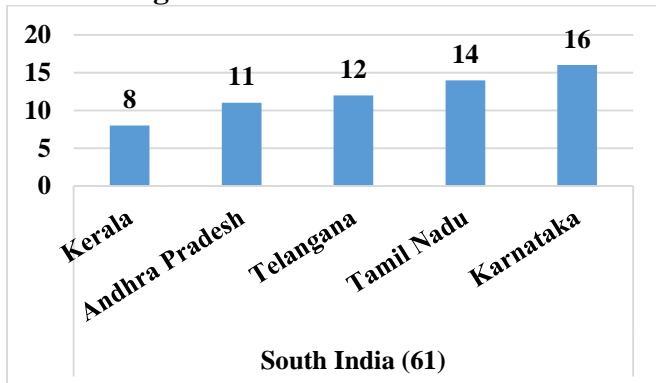


Fig II.6 : Students : South India



Annexure III
List of Faculty Mentors and Regional In-charge

List of Faculty Mentors :

Sr. No.	Faculty	No. of students	No. of Organizations	No. of State /UT
1	Prof. Anupam Rastogi	13	3	1
2	Prof. Arti Deo	13	5	1
3	Prof. Arun Sharma	13	5	2
4	Prof. Ashu Sharma	13	5	1
5	Prof. Bala Krishnamoorthy	13	6	2
6	Ms. Bhawna Kothari	12	6	1
7	Prof. Bijayinee Patnaik	13	7	2
8	Prof. Biswajita Parida	12	4	1
9	Prof. Chandan Dasgupta	13	6	2
10	Prof. Chandrima Sikdar	13	5	2
11	Prof. Dayanand Shetty	12	5	1
12	Prof. Gayathri Sampath	13	7	2
13	Prof. Geeta Dsouza	13	8	3
14	Prof. Gurpreet Kaur	13	5	2
15	Prof. Harikumar Iyer	13	5	2
16	Prof. Hema Bajaj	13	5	1
17	Prof. Hitesh Kalro	12	3	1
18	Prof. Madhavi Gokhale	13	5	2
19	Prof. Manjari Srivastava	12	4	1
20	Prof. Mayank Joshipura	13	4	1
21	Prof. Meena Galliara	13	6	2
22	Prof. Mukund Prasad	12	3	1
23	Prof. Nafisa Kattarwala	13	5	2
24	Prof. Papiya De	13	4	1
25	Prof. Paritosh Chandra Basu	12	4	1
26	Prof. Pradeep Pai	11	8	4
27	Prof. Preeti Khanna	12	4	1
28	Prof. Priyanka Joshi	12	6	2
29	Prof. Rajan Tejuja	12	6	1
30	Prof. Ramesh Bhat	4	2	1
31	Prof. Ranjan Chakravarty	12	8	2
32	Prof. Rose Antony	12	3	1
33	Prof. Sachin Mathur	12	6	1

Sr. No.	Faculty	No. of students	No. of Organizations	No. of State /UT
34	Prof. Sangeeta Wats	12	4	1
35	Prof. Sangita Kamdar	12	3	1
36	Prof. Santana Pathak	13	7	3
37	Prof. Satish Kajjer	13	6	1
38	Prof. Seema Rawat	13	9	2
39	Prof. Shailaja Rego	12	4	1
40	Prof. Shamim Mondal	13	5	1
41	Prof. Shibani Belwalkar	12	4	1
42	Prof. Smita Mazumdar	12	4	1
43	Prof. Somnath Roy	12	4	1
44	Prof. Souvik Dhar	12	4	1
45	Prof. Sreeram Sivaramakrishnan	12	6	3
46	Prof. Srinivas Ainavolu	12	9	2
47	Prof. Subhadip Mukherjee	12	4	1
48	Prof. Sujata Mukherjee	13	5	1
49	Prof. T Kachwala	13	1	1
50	Prof. Veena Vohra	13	7	1
51	Prof. Vikas Gadre	12	6	1

List of Regional In-charge

Sr No	Regional Incharge	States	No. of students
1	Dr. Meena Galliara	Maharashtra	166
2	Dr. M. K. Satish	Andhra Pradesh, Assam, Chhattisgarh, Goa, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Tamil Nadu, Telangana, Uttar Pradesh, Uttarakhand	156
3	Dr. Sujata Mukherjee	Madhya Pradesh, NCT Delhi, Odisha, West Bengal	156
4	Ms. Anjalika Gujar	Bihar, Chandigarh, Gujarat, Haryana, Punjab, Rajasthan	150
	Total Number of Students		628

Annexure IV

Rubric: We Care: Civic Engagement: Social Sector Internship

Name of Internship Organization : _____

Name of the Student : _____

Div : _____ **Roll No. :** _____

	Reflect on service as a component of active community engagement, and social responsibility (Out of 10 Marks)	Demonstrate reciprocity and responsiveness in interning with a community organizations (Out of 10 Marks)	Describe and analyze the social issues relevant to the community organization (Out of 10 Marks)	
Accomplished	Student clearly articulates his/her ideas about active community engagement and social responsibility. Student is able to make clear connections between community service and being a responsible and engaged citizen.	Student clearly articulates how his/her internship experience has been mutually beneficial. Student clearly articulates how s/he was responsive to those served, and how s/he was affected or challenged or changed by these relationships. Student demonstrates sensitivity to the target audience.	Student clearly demonstrates knowledge and critical analysis of the important social issues facing the population served. Description and analysis shows depth and complexity. Student draws clear, relevant and nuanced connections between his/her analysis of the social issues and the organization in which s/he interned.	
Developed	Student has ideas about active citizenship / community engagement and social responsibility. But these ideas are not fully integrated / related to the issue handled by the organization.	Student demonstrates basic awareness of reciprocal relationships in the context or service, and demonstrates how s/he has been responsive and sensitive.	Student demonstrates knowledge of the important social issues facing the population served but lacks depth in analyzing the complexity of the problem. Student is able to draw few connections between the social issues and the organization in which s/he interned.	
Undeveloped	Student does not articulate ideas about active citizenship / community engagement or social responsibility. S/he is unable to integrate how the services offered by the organization address the social issue	Student is unable to demonstrate an appreciation of reciprocity, responsiveness, sensitivity in the context of service. Internship for this student is just a requirement to be fulfilled.	Student has little understanding of the important social issues facing the population served. Application of the social issues are simplistic, irrelevant and superficial.	Total Score
Score				

Date : _____ **Faculty Mentor's Signature :** _____

Annexure V
Student Feed Back Form

SVKM's NMIMS
School of Business Management

We Care : Civic Engagement Programme 2019
Student Feed Back Form

We Care: Civic Engagement programme is a compulsory part of your MBA curriculum. We sincerely appreciate the cooperation extended by you in completing your internship.

To review and revise our programme we request you to provide us with your feedback about the same.

* Required

Name of the Student* _____
Roll No* _____ Div* _____
Name of the Internship Organization* - _____
City* _____ State* _____

Please rate your opinion on a scale of 1 – 5 for Q I to Q III

Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

I. Satisfaction with the Organization in which you were placed*

1. Quality of interpersonal relations
2. Orientation provided to understand the functioning of the organization
3. Working atmosphere of the organization
4. Utilization of your time by the organization

II. Handling Projects*

1. Importance of the Project to the organization
2. Clarity of expectations
3. Autonomy given to complete the project
4. Support received from organization mentor to complete the project

III. Reports*

1. Clarity of reporting expected
2. Clarity in submitting Final Report
3. Clarity given for Poster Presentation

IV. Project Handled in the area of*

1. Advocacy / Empowerment
2. Child Welfare
3. Community Development
4. CSR
5. Disability

6. Environment & Animal Welfare
7. Financial Management & Resource Mobilization
8. Health
9. Livelihood / Skill Development
10. Project Management / Business Development
11. Social Marketing

V. Special contribution made by you to the Organization*

Faculty Mentor Feedback

VI. How did the faculty mentor provide support to you during the internship Placement?

Please tick multiple options whichever apply

1. Provided me with inputs prior to internship placement
2. Provided me with inputs during my internship placement.
3. Intervened and helped me whenever I had any administrative problems
4. I did not require any support as such
5. Other

VII. During the course of your internship, did you experience difficulty in contacting your faculty mentor?*

Please tick multiple options whichever apply

1. I received a response from my mentor when I contacted him/her
2. My faculty mentor never responded to my mails/ telephone/ requests for personal meetings
3. I did not feel the need to contact my mentor
4. Other

VIII. How did you keep in touch with your faculty mentor?*

Please tick multiple options whichever apply

1. Prior to my internship, I had a meeting with my mentor
2. During my internship, I was in touch over e-mail/ telephone
3. I had difficulty in accessing my faculty over e-mail/telephone/personal meeting
4. I did not feel the need to access my faculty mentor.
5. Other

We Care Learning and Feedback

IX. Do you feel that We Care was a learning experience*

1. Yes
2. No

X. If Yes, Please mention three major learnings from We Care

XI. Suggestions for Improvement (We Care programme)*

Annexure VI
Internship Organisation Feedback Form

SVKM's NMIMS
School of Business Management

We Care : Civic Engagement Programme 2019
Organization Feed Back Form

We Care: Civic Engagement programme is a compulsory part of our MBA curriculum. We sincerely appreciate the cooperation extended by you in accommodating our student(s) in your organization as interns.

To review and revise our programme we request you to provide us with your feedback about the same.

* Required

Name of the Internship Organization* - _____

City* _____ State* _____

Number of Students Placed* (Enter only numerical data) _____

Please rate your opinion on a scale of 1 – 5 for Q I to Q III

Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

I. Satisfaction with Interns Conduct

1. Adherence to the work discipline
2. Quality of interpersonal relations
3. Level of motivation to work with the organization
4. Ability to learn about a social issue

II. Handling Projects

1. Originality of ideas
2. Clarity in designing plan of action
3. Adherence to Timelines in delivering tasks
4. Overall delivery of the project

III. Reports

1. Timely submission of log book and weekly report
2. Timely submission of Final Report
3. Clarity in Presentation of the Report
4. Overall Quality of the Report

IV. Specific remarks about interns' contribution*

V. Suggestions for Improvement*

Annexure VII
List of Projects

Sr. No.	Project Title	Name of Organization	City	State / UT
1	Study the 'Impact of Education Intervention' programme for women's empowerment	Rural Development Trust	Anantapur	Andhra Pradesh
2	Fundraising for Uma Educational & Technical Society	Uma Educational & Technical Society	Kakinada	Andhra Pradesh
3	Situation Analysis of Yanadi Tribe of Nellore	Association for the Rural Development (ARD)	Nellore	Andhra Pradesh
4	Situation Analysis of Communities of Ongole	The Hope Foundation	Ongole	Andhra Pradesh
5	Design and execution of Health, Micro Business Development workshops for project staff and beneficiaries	ASSIST	Piduguralla	Andhra Pradesh
6	Facilitating execution of Data Entry Operators Certification course of PMKVY	Sahiti Charitable Trust	Rajahmundry	Andhra Pradesh
7	Integrating 'Deprived Children' & 'Street Children' back to School in Vijayawada	Navajeevan Bal Bhavan Society	Vijayawada	Andhra Pradesh
8	Understanding life of specially abled children and projects undertaken by Prajwal Vani Welfare society	Prajwal Vani Welfare Society	Visakhapatnam	Andhra Pradesh
9	Designing financial calculation systems for livelihood support projects	Ashadeep	Guwahati	Assam
10	Understanding functioning of Childline and exploring use of teaching pedagogies to engage children in classrooms	Prerona Pratibandhu Shishu Bikas Kendra	Jorhat	Assam
11	Study of Childline and Targeted intervention project on HIV/AIDS	Deshbandhu Club	Silchar	Assam
12	Study of execution of Childline services and its impact in Bhagalpur	Disha Gramin Vikas Manch	Bhagalpur	Bihar
13	Impact study of Vikalp Foundation's intervention for empowering the disabled and their families	Vikalp Foundation	Gaya	Bihar
14	Feasibility study of income enhancing agricultural activities in selected five villages of Sakra cluster	Aga Khan Rural Support Programme (India)	Muzaffarpur	Bihar
15	Market research on assessment for demand and supply of candles in Patna for designing B-Plan on Lighting Lives	Gramin Evam Nagar Vikas Parishad	Patna	Bihar
16	Study of child welfare activities of Indian National Portage Association	Indian National Portage Association	Chandigarh	Chandigarh

Sr. No.	Project Title	Name of Organization	City	State / UT
17	Refurbishing audio-visual and other promotional material of Kisan Sanchar Kendra	Kisan Sanchar (Sristi Gyan Kendra)	Chandigarh	Chandigarh
18	Clustering of nomadic cattle rearers into milk producing company	Kisan Sanchar (Sristi Gyan Kendra)	Chandigarh	Chandigarh
19	Study of Reproductive and Child Health (RCH) and Social Security projects of SOSVA	Society for Service to Voluntary Agencies (SOSVA)	Chandigarh	Chandigarh
20	Overview of CSR projects at NMDC Ltd.	National Mineral Development Corporation Limited (NMDCL)	Bacheli	Chhattisgarh
21	Designing Management of Information System & Rapid Appraisal of Shikhar Yuva Manch's Intervention	Shikhar Yuva Manch (SYM)	Bilaspur	Chhattisgarh
22	Study of NGO Management with specific reference to Jan Mitram Kalyan Samiti	Jan Mitram Kalyan Samiti	Raigarh	Chhattisgarh
23	Exploring the execution of Childline in Raigarh	Lokshakti Samiti	Raigarh	Chhattisgarh
24	Designing Management Information System to Integrate 'Leave with Payroll'	Community Advancement & Rural Development Society (CARDS)	Raipur	Chhattisgarh
25	Promoting Brand Visibility of Sethu Centre for Child Development and Family Guidance	Sethu (Sethu Centre for Child Development and Family Guidance)	Porvorim	Goa
26	Beneficiary Satisfaction Survey: Functionality of Motivational Wheel Chairs	Blind People's Association	Ahmedabad	Gujarat
27	Gap Analysis: CHETNA's Health Intervention Programmes	CHETNA-Centre for Health Education, Training and Nutrition Awareness	Ahmedabad	Gujarat
28	Designing Child Friendly Study Material for Primary School Children of Janvikas	Janvikas	Ahmedabad	Gujarat
29	Compilation of Database for fund raising & Designing Promotional Material for Make-A-Wish Foundation	Make-A-Wish Foundation of India	Ahmedabad	Gujarat

Sr. No.	Project Title	Name of Organization	City	State / UT
30	Study & Promotion of Gandhi Fellowship Program	Kaivalya Education Foundation (Gandhi Fellowship)	Ahmedabad	Gujarat
31	Designing Programme Promotional Material for Saath Charitable Trust	Saath Charitable Trust	Ahmedabad	Gujarat
32	Study & Gap analysis of HIV/AIDs project of Development Support Team & Financial Inclusion of Community Residents	Development Support Team	Ankleshwar	Gujarat
33	Documentation of Beneficiary Case Studies of Gram Vikas Trust	Gram Vikas Trust	Bharuch	Gujarat
34	Impact Assessment of Women in Neem Production at NARDES	Narmadanagar Rural Development Society (NARDES)	Bharuch	Gujarat
35	Study of NON-GOM (genetically modified organisms) salt Market and devising marketing strategies to empower salt farmers	SETU Abhiyan	Bhuj	Gujarat
36	Study of Jeevantirth' Intervention on Quality Education for Children	Jeevantirth	Gandhinagar	Gujarat
37	Creating Web-Portal for Documenting Cultural Heritage of India	Saurashtra Economic Development Center	Junagadh	Gujarat
38	Gap Analysis of Quality of Education offered in Government Schools at Rajkot	Navjeevan Trust	Rajkot	Gujarat
39	Short Documentaries: 'Meals on Wheels' Project and Navshakti Vidyalaya managed by Navjeevan Trust	Navjeevan Trust	Rajkot	Gujarat
40	Study and Promotion of Yoga at Rajkot	Saurashtra Medical & Educational Charitable Trust	Rajkot	Gujarat
41	Market Research & B-Plan for Setting Micro-Enterprises in Surat in areas of Waste Management and Sanitary Pads	Navjeevan Trust	Surat	Gujarat
42	Promoting Social Cause through Marathon and Marketing of NGO Products and Designing Resource Room Plan and Digital Tools for Educating the Disabled	Shree Mahadev Educational & Rehabilitation Public Charitable Trust	Surat	Gujarat
43	Study of Beneficiary Satisfaction for Skill Development Programmes of Navjeevan Skill Development Institute and Systematization of Placement Function	Navjeevan Trust	Surendranagar	Gujarat

Sr. No.	Project Title	Name of Organization	City	State / UT
44	Value Addition of Personality Development Assessment Tools for Specially Abled Children, Systematizing Profiling of Children and Organizing Special Extra Curricular Events	Bal Bhavan Society	Vadodara	Gujarat
45	Fundraising for Educational Sponsorship and Drafting Rulebook for Baroda Citizens Council	Baroda Citizens Council	Vadodara	Gujarat
46	Assessment of Deepak Foundation Projects related to Women Empowerment Program and Deepak Occupational Health Center (DOHC)	Deepak Foundation	Vadodara	Gujarat
47	Developing Promotional Material and Business Plan for the Cancer Treatment Center and Vocational Training Center	Hope Foundation	Vadodara	Gujarat
48	Engaging Deprived Children in Classroom and Study of Childline Ambala	District Child Welfare Council	Ambala	Haryana
49	Enabling Digital Learning : Assessing Impact of Academic Performance in Bahadurgarh	Literacy India	Bahadurgarh	Haryana
50	Designing Promotional Material for Nav Srishti's Child Welfare Projects	Nav Srishti	Faridabad	Haryana
51	Designing Student Friendly Learning Environment & Inventory for Management of Library	Prakashdeep	Faridabad	Haryana
52	Teaching Children & Examining Systemic Gaps in Roshni Educational Society	Roshni Educational Society	Faridabad	Haryana
53	Study of Kaagaz Ki Kashti : Agrasar's Initiative to Eliminate Corporal Punishment from Schools of India	Agrasar	Gurugram	Haryana
54	Digitization and Improving the Academic and Extra-Curricular Programs for Bharat Memorial Charitable Trust, "Neev"	Bharat Memorial Charitable Trust, "Neev"	Gurugram	Haryana
55	Satya Bharti Quality Support Programme: Grading School Optics (Environment)	Bharti Foundation	Gurugram	Haryana
56	Digital Marketing of Indha-Woman Artisan Project and Documenting Students Progress Reports	Literacy India	Gurugram	Haryana
57	Documenting Beneficiary Impact Stories of Sukarya's Urban Slum Health Action Program	Sukarya	Gurugram	Haryana
58	Proposal to Export Rice Cultivated through Organic Farming at Kaithal	Kisan Sanchar (Sristi Gyan Kendra)	Kaithal	Haryana
59	Strengthening the functionality of SEWA's Vocational Training Centres	SEWA - Society for Education and Welfare Activities	Narnaul	Haryana

Sr. No.	Project Title	Name of Organization	City	State / UT
60	Rebranding of Hyper Locally Manufactured Cow Ghee.	Kisan Sanchar (Sristi Gyan Kendra)	Panchkula	Haryana
61	Developing Training Module on Farmer Producer Companies and Promotion of Kisan Sanchar's Activities	Kisan Sanchar (Sristi Gyan Kendra)	Sonipat	Haryana
62	Study and Qualitative Assessment of Childline in Yamunanagar	Utthan Institute of Development and Studies	Yamunanagar	Haryana
63	Designing Capacity Building Plan for Community in Palampur	Vishwa Ashraya Sansthan (VAS)	Palampur	Himachal Pradesh
64	Study of Sant Nischal Singhji (SNS) Foundation's Interventions for Community Development Projects	Sant Nischal Singhji (SNS) Foundation	Parwanoo	Himachal Pradesh
65	Study of Family Strengthening Program (FSP) of SOS Children's Village - Bal Gram, Jammu	SOS Children's Village - Bal Gram	Jammu	Jammu & Kashmir
66	Study of District Social Welfare Department's interventions to Facilitate Person With Disabilities to Cast Their Votes in Elections 2019 and Working of District Child Protection Unit (DCPU)	District Social Welfare Department	Udhampur	Jammu & Kashmir
67	Survey on Child Marriage in Urban Slums of Jamshedpur	Adarsh Seva Sansthan	Jamshedpur	Jharkhand
68	Survey on Assessment of Children's Capability at Sankalp's Centers	Sankalp- A pledge to change	Jamshedpur	Jharkhand
69	Promoting Enable India's Interventions and Capacity Building of Staff	Enable India	Noamundi	Jharkhand
70	Analyzing Financial Health of Tribals and Promoting Awareness of Child Rights in Chotanagpur	Chotanagpur Sanskritik Sangh	Ranchi	Jharkhand
71	Designing Alternative Pedagogy to teach Maths, English and Science and Documenting Impact Stories on Agastya International Foundation's Interventions	Agastya International Foundation	Bengaluru	Karnataka
72	Conducting Wish Granting Events and Fund Raising for Make-A-Wish, Bengaluru	Make-A-Wish Foundation of India	Bengaluru	Karnataka
73	Understanding Environmental and Social Impact of Waste Management, Developing Industry Analysis Tools for E-Waste Management and Documentary for Saahas Zero Waste	Saahas Waste Management Pvt. Ltd.	Bengaluru	Karnataka
74	Designing Promotional Material for Sukrupa's Activities and Engaging Children for Career Guidance	Sukrupa	Bengaluru	Karnataka
75	Secondary Analysis: CSR Investment, Lapsed Donor Data and Locating	The Akshaya Patra Foundation	Bengaluru	Karnataka

Sr. No.	Project Title	Name of Organization	City	State / UT
	Collaborative Partners for Akshaya Patra Foundation			
76	Marketing SHG Products at Gulbarga	Don Bosco PYAR	Gulbarga	Karnataka
77	Identification of Operational Gaps in Schools Managed by Need Base India and e-Vidyaloka and Mobilizing Teaching Volunteers	Need Base India	Koppal	Karnataka
78	Study on The Learning Spaces : Pratham Mysore's Educational Intervention	Pratham Mysore	Mysore	Karnataka
79	Impact Analysis of Financial Literacy Programmes of Jnana Jyothi Financial Literacy and Credit Counselling Trust	Jnana Jyothi Financial Literacy and Credit Counselling Trust	Udupi	Karnataka
80	Brand Building : Vocational Center, Adarsh Charitable Trust	Adarsh Charitable Trust	Kochi	Kerala
81	Study of Sahrudaya's Micro-Insurance Scheme and Process of Loan Disbursement for Self Help Groups (SHGs)	Welfare Services Ernakulam (Sahrudaya)	Kochi	Kerala
82	Examining Vijayapuram Social Service Society's Interventions for Cancer Patients and Digitizing Financial Data	Vijayapuram Social Service Society	Kottayam	Kerala
83	Kozhikode Childline : Data Analysis, Documentation and Awareness Programmes	Association for the Welfare of the Handicapped (AWH)	Kozhikode	Kerala
84	Study of Jan Sahas Social Development Society's Strategy to Support Survivors of Sexual Violence	Jan Sahas Social Development Society	Bhopal	Madhya Pradesh
85	Study of Muskan's Livelihood Interventions for Tribal Community	Muskaan	Bhopal	Madhya Pradesh
86	Study of Jan Sahas Social Development Society's Programmes for Manual Scavengers and Promotion of Constitutional Rights and Duties.	Jan Sahas Social Development Society	Dewas	Madhya Pradesh
87	Study of Execution of Childline Outreach Programme	Centre for Integrated Development	Gwalior	Madhya Pradesh
88	Designing Fundraising and Students Engagement Activities at Aarambh, Indore	Aarambh Education & Community Development Society	Indore	Madhya Pradesh
89	Designing Reports and Information Systems to Map Students' Performance	AAS - Aim for the Awareness of Society	Indore	Madhya Pradesh

Sr. No.	Project Title	Name of Organization	City	State / UT
90	Support to Execute Jan Sahas Social Development Society's Intervention to provide support to the Survivors of Sexual Violence	Jan Sahas Social Development Society	Jabalpur	Madhya Pradesh
91	Documentaion and Brand Building: Rural Women Empowement Programme, National Institute of Women Child and Youth Development	National Institute of Women Child and Youth Development (NIWCYD)	Jabalpur	Madhya Pradesh
92	Impact Analysis : Spandan Samaj Samiti's interventions for Malnutrition and Health Awareness among Korku Tribals	Spandan Samaj Seva Samiti	Khandwa	Madhya Pradesh
93	Study of Childline Rewa and Devising Scaling up Strategy	Ramashiv Bahuudeshiya Vikas Samiti	Rewa	Madhya Pradesh
94	Study of Sahjeevan Samiti's Community Development Activities	Sahjeevan Samiti	Shahdol	Madhya Pradesh
95	Designing Information & HR System: Aastha Pariwar	Aastha Parivaar	Mumbai	Maharashtra
96	Promotion of Academy of Learning and Development's Programmes among Parents	Academy of Learning and Development	Mumbai	Maharashtra
97	Arpan's E-learning platform : Branding and Collaborations	Arpan	Mumbai	Maharashtra
98	Designing Content and Student Engagement Activities at Aseema Charitable Trust	Aseema Charitable Trust	Mumbai	Maharashtra
99	Designing Creative Pedagogy to Engage Students at Ashadeep Centres	Ashadeep Association	Mumbai	Maharashtra
100	Designing Policies, Promotion Strategies & Content Development for Atma	Atma	Mumbai	Maharashtra
101	Conducting Baseline Surveys and Creative Teaching Modules for Child Help Foundation's	Child Help Foundation (CHF)	Mumbai	Maharashtra
102	Strategizing Fundraising Competition and Managing Corporate Database	CRY - Child Rights and You	Mumbai	Maharashtra
103	Fundraising Campaign and Documenting Aftercare Success Stories for Catalysts for Social Action	Catalysts for Social Action (CSA)	Mumbai	Maharashtra
104	Promoting Educational Intervention and Facilitating Operations of Center for the Study of Social Change	Centre for the Study of Social Change (CSSC)	Mumbai	Maharashtra
105	Designing Strategy and Processes for Vocational Training, and Volunteering	Kotak Education Foundation	Mumbai	Maharashtra
106	Facilitating Fundraising, Social Media Campaign for Light of Life Trust	Light of Life Trust	Mumbai	Maharashtra
107	Facilitating Wish Identification, Organizing Wish Granting Event and Post	Make-A-Wish Foundation of India	Mumbai	Maharashtra

Sr. No.	Project Title	Name of Organization	City	State / UT
	Fulfilment Documentation at Make-A-Wish Foundation, Mumbai			
108	Organizing Sports Day Event and Marketing for Mann - Center for Individuals with Special Needs	Mann - Center for Individuals with Special Needs	Mumbai	Maharashtra
109	Financial Documentation & Database Management for Muskan Foundation for People with Multiple Disabilities	Muskan Foundation for People with Multiple Disabilities	Mumbai	Maharashtra
110	Designing Key Organizational Systems for Oscar Foundation	OSCAR Foundation	Mumbai	Maharashtra
111	Execution of Financial Literacy Module and Entrepreneurship Module in Municipal schools	Salaam Bombay Foundation	Mumbai	Maharashtra
112	Facilitating Execution and Impact Analysis of Save the Children India's Accelerated Learning Program	Save The Children India	Mumbai	Maharashtra
113	Organizing Multidisciplinary Childcare Camp, Documenting Case Stories and Proposal for Fundraising	Spandan Holistic Institute	Mumbai	Maharashtra
114	Facilitating Execution of Smile Twin e-Learning Program at Mumbai	Smile Foundation	Mumbai	Maharashtra
115	Brand building: Sol's Arc Placement Partnership for PWDs and Fundraising	Sol's ARC	Mumbai	Maharashtra
116	Srujna Women Empowerment: Financial & Digital Literacy Workshops and Social Media Campaign	Srujna	Mumbai	Maharashtra
117	Facilitating Sujaya Foundation's Business Development & Career Development interventions for the PWD's	Sujaya Foundation	Mumbai	Maharashtra
118	Study of Operational Efficiency of Swadhaar FinAccess's Financial and Life Insurance Mobile Apps	Swadhaar FinAccess	Mumbai	Maharashtra
119	Situational Analysis for Inventory & Warehouse Management and Drafting Annual Budget	Swasth Foundation	Mumbai	Maharashtra
120	Designing IT Based Information Management System and Financial Cost System for The Spine Foundation	The Spine Foundation	Mumbai	Maharashtra
121	Conducting Child Assessment and Community Survey to Map Penetration of Trishul's - Women Empowerment Programme	Trishul - Women Empowerment Program	Mumbai	Maharashtra
122	Designing technical and non-technical management systems to enhance the functioning of Umang Charitable Trust	Umang Charitable Trust	Mumbai	Maharashtra

Sr. No.	Project Title	Name of Organization	City	State / UT
123	Study on Procedural Requirements for Exporting Organic Honey in International Market - Under The Mango Tree's New Initiative	Under the Mango Tree Private Limited	Mumbai	Maharashtra
124	Feasibility Study and Business Model for Urban beekeeping	Under the Mango Tree Society	Mumbai	Maharashtra
125	Study of United Way Mumbai's CSR Interventions and Conducting Impact Assessment of HeadStart STEM Project	United Way Mumbai	Mumbai	Maharashtra
126	Database Management and Social Media Promotion for Vatsalya Trust	Vatsalya Trust	Mumbai	Maharashtra
127	Developing Key Data Management Systems and Educational Modules for VIDYA Mumbai	VIDYA Mumbai	Mumbai	Maharashtra
128	Feasibility Analysis: Providing Alternative Livelihood to Sex Workers	Vijay Krida Mandal	Mumbai	Maharashtra
129	Designing Marketing Content & Strategy for Vikas Sahyog Pratishthan	Vikas Sahyog Pratishthan	Mumbai	Maharashtra
130	Promoting World Wildlife Fund's Youth Volunteering Programme	World Wildlife Fund (WWF) - India	Mumbai	Maharashtra
131	Developing Inventory Management System and Case Studies for Swami Brahmanand Pratishthan	Swami Brahmanand Pratishthan	CBD Belapur	Maharashtra
132	Designing Product Data System and Conducting Competitive Market Analysis for Astitva's Products	Astitva	Dombivali	Maharashtra
133	Survey & Training on Digital Literacy Among Women in Kamothe (Navi Mumbai)	Pragatee Foundation	Juinagar	Maharashtra
134	Mentorship of the Students Associated with Manjari Charitable Trust	Manjari Charitable Trust	Kharghar	Maharashtra
135	Collating Navi Mumbai Slum Baseline Report and Organizing Diversity Promotion Events in Mumbai	Youth for Unity and Voluntary Action (YUVA)	Navi Mumbai	Maharashtra
136	Survey for Mapping Effectiveness of SOS Children's Village Activities	SOS Children's Village - Bal Gram	Alibag	Maharashtra
137	Comparative analysis of Deesha's Social Media Strategy, Volunteer Recruitment Strategy and Evaluation of Eye Donation Campaign Event	Deesha Education Foundation	Amravati	Maharashtra
138	Impact Analysis of Marathwada Gramin Vikas Sanstha's Early Childhood Education Intervention	Marathwada Gramin Vikas Sanstha (MGVS)	Aurangabad	Maharashtra
139	Community Survey of Golewadi Village and Recommending Plan of Action	Gramin Yuva Pragatik Mandal	Bhandara	Maharashtra

Sr. No.	Project Title	Name of Organization	City	State / UT
140	Designing Systems for Managing Human Resource Department and Social Media Marketing for Vardhishnu	Vardhishnu	Jalgaon	Maharashtra
141	Introduction to Basic Technology Division of Samartha Vidya Mandir: Stakeholder Feedback Analysis	Helpers of the Handicapped	Kolhapur	Maharashtra
142	Branding Exercise for School: Redesigning Website & Mapping Satisfaction of Parents	Suraj Foundation	Kupwad	Maharashtra
143	Developing Business Plan for Sustainable Goat Farming	Amrapali Utkarsh Sangh	Nagpur	Maharashtra
144	Study of Micro Enterprise Development for Poverty Alleviation and Self-Employment at Nagpur	Community Development Society (CDS)	Nagpur	Maharashtra
145	Data Analysis for Childline, Nagpur and Executing Student Engagement Activities in Shelter Home	Matru Sewa Sangh Institute of Social Work	Nagpur	Maharashtra
146	Fund raising for Navjeevan World Peace and Research Foundation	Navjeevan World Peace and Research Foundation	Nashik	Maharashtra
147	Understanding and analysing supply chain for Millets in Indian Market	Pragati Abhiyan	Nashik	Maharashtra
148	Designing Organizational Strategies for Marketing, Performance Evaluation of Service Executives and Data Analysis of Insurance Products of Annapurna Pariwar	Annapurna Pariwar	Pune	Maharashtra
149	Creating Documents for Procurement of Software, SOP for Cancer Screening and Contents for Digital Marketing	Samavedana	Pune	Maharashtra
150	Understanding Family Strengthening Program and Database Management	SOS Children's Village - Bal Gram	Pune	Maharashtra
151	Feasibility Study for Setting-up Beauty Parlour and Understanding Process of Setting-up Shelter Home for HIV /AIDS Affected Adults	Sparsh Balgram	Pune	Maharashtra
152	Organizing Exhibition on Pre-school Education & Teaching Tools and Dashboard Creation for The Society for Door Step Schools, Pune	The Society for Door Step Schools	Pune	Maharashtra
153	Fundraising and Brand Building Activities at Aarohan	Aarohan	New Delhi	NCT Delhi
154	Execution of Brand Building Activities for Amrit Foundation	Amrit Foundation of India	New Delhi	NCT Delhi
155	Designing Promotional Strategies and Soft Skill Module for ANK	ANK	New Delhi	NCT Delhi
156	Designing Reports and Presentations for Asha Deep Foundation	Asha Deep Foundation	New Delhi	NCT Delhi

Sr. No.	Project Title	Name of Organization	City	State / UT
157	Designing Marketing Campaign for Centre for Civil Society's Skill Building Interventions	Centre for Civil Society	New Delhi	NCT Delhi
158	Study of Women Empowerment and Child Education Programmes of Chetana	Chetana Conscience of Women	New Delhi	NCT Delhi
159	Designing Organizational Systems and Policies for Database Migration, HR, Finance and Marketing at Deepalaya	Deepalaya	New Delhi	NCT Delhi
160	Designing Promotional Strategy for Vocational Training Program, Fund Raising & Undertaking Training Sessions for Bal Chetna Students & Staff	Delhi Council for Child Welfare (DCCW)	New Delhi	NCT Delhi
161	Study of Childline Operations and Engaging Children in Academic Activities	Don Bosco Ashalayam	New Delhi	NCT Delhi
162	Examining Plight of Children from EWS and Promotion of Girl Child Education through Community Awareness	EFRAH (Empowerment for Rehabilitation, Academic & Health)	New Delhi	NCT Delhi
163	Impact Assessment of Career Guidance Programme, Developing SOP for Placement Report & Conceptualization of an App to track student's skill performance and placement	ETASHA Society	New Delhi	NCT Delhi
164	Supporting Recruitment Process and Conducting Surveys Under Swavalamban Initiative for Self-Reliance of Refugees	Fair Trade Forum India	New Delhi	NCT Delhi
165	Study of Hope Foundation's Skill Building Interventions for Leprosy Patients and Documentation of Success Stories	Hope Foundation	New Delhi	NCT Delhi
166	Organizing Wish Granting Events and Wish Impact Study at the Division Level for Make-A-Wish Foundation of India	Make-A-Wish Foundation of India	New Delhi	NCT Delhi
167	Redesigning the Organisational Processes at Manzil Welfare Society	Manzil Welfare Society	New Delhi	NCT Delhi
168	Developing a Digitized Management Information System for Muskaan, New Delhi	Muskaan	New Delhi	NCT Delhi
169	Designing Digital Literacy Survey in Auchandi Village and Student Engagement Activities at Navjyoti India Foundation's Centers	Navjyoti India Foundation	New Delhi	NCT Delhi
170	Designing Data Management & Promotion of NIPUN's Activities	Nipun	New Delhi	NCT Delhi

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171	Impact Assessment of Skill Development and Healthcare Interventions of ONGC's CSR	Oil & Natural Gas Corporation Limited (ONGC)	New Delhi	NCT Delhi
172	Content Creation and Management for Social Media Handles of Gandhi Fellowship	Piramal Foundation (Gandhi Fellowship)	New Delhi	NCT Delhi
173	Brand Building of Sahyog - Care for You through Conducting Community Awareness Drives and Website Redesign	Sahyog - care for you	New Delhi	NCT Delhi
174	Organizing PAN Card Camps & Health Workshops for Street Children and Social Media Marketing	Salaam Baalak Trust	New Delhi	NCT Delhi
175	Designing Marketing Strategy for Corporate Partnerships and Brand Building for Smile Foundation Centres	Smile Foundation	New Delhi	NCT Delhi
176	Engaging Children in Academic and Anti-Abuse Workshops & Enhancing Social Media Visibility	Subhag Foundation	New Delhi	NCT Delhi
177	Gap Analysis: Business Process at Adhikar Microfinance	Adhikar Microfinance	Bhubaneswar	Odisha
178	Need Assessment of CSR Activities of Indian Oil Corporation Limited in Odisha	Indian Oil Corporation Limited	Bhubaneswar	Odisha
179	Understanding Holistic Business Development of Spring Health - Safe Drinking Water	Spring Health Water India Private Limited	Bhubaneswar	Odisha
180	Counseling & Documentation of Counseling Report and Engaging Deprived Children in Classroom Activities	Disha	Bisra	Odisha
181	Understanding the Legal Process of Adoption & Formulation of Individual Care Plan	Basundhara	Cuttack	Odisha
182	Impact Assessment of Family Support Program and Awareness of SOS Children's Village Programmes in Rourkela	SOS Children's Village	Rourkela	Odisha
183	Designing Innovative Pedagogy to Teach English in All India Pingalwara Charitable Society's School for the Deaf	All India Pingalwara Charitable Society	Amritsar	Punjab
184	Developing Micro Business Plans for Goat Farming & Mustard Oil and Impact Assessment of Micro-Finance in Rural Areas	Society for Action in Community Health(SACH)	Ludhiana	Punjab
185	Advertisement & Distribution Model for SAKSHAM Newsletter And Content	Kisan Sanchar (Sristi Gyan Kendra)	Mohali	Punjab

Sr. No.	Project Title	Name of Organization	City	State / UT
	Creation for Kisan Sanchar's You Tube Channel			
186	Teaching Handicapped Children: Computer, English Grammer & Mathematics and Fundraising for Sponsorship	Society For Welfare Of The Handicapped	Patiala	Punjab
187	Marketing and Operation Management of Blood Donation Drive and Uniform Distribution Drive	The Patiala Welfare Society	Patiala	Punjab
188	Digitizing Database and Promotional material for All India Kisan Sanchar Network	Kisan Sanchar (Sristi Gyan Kendra)	Zirakpur	Punjab
189	Impact Study of Ibtada's Self Help Groups Model in Rural Areas of Alwar District and Skill Development Sessions for SHG Members	Ibtada	Alwar	Rajasthan
190	Gap Analysis : Enterprise Resource Planning For Voluntary Association of Agricultural General Development Health and Reconstruction Alliance (VAAGDHARA)	Voluntary Association of Agricultural General Development Health and Reconstruction Alliance	Banswara	Rajasthan
191	Branding & Awareness Program regarding Nehru Yuva Kendra Sangathan	Nehru Yuva Kendra Sangathan (NYKS)	Bhilwara	Rajasthan
192	Survey on Socio-Economic Profile of Unemployed School Dropouts in Six Villages of Dausa District	Gramin Vikas Evam Paryavaran Sanstha (GVEPS)	Dausa	Rajasthan
193	Creating Learning Environment by Engaging Students in Personality Development and & Computer Training Sessions and Content Development for Disha's Annual Reports	DISHA-A Resource Centre for the Disabled	Jaipur	Rajasthan
194	Designing & Executing Strategy to Improve Management of I-India's Shwetaark Pathshala - Schools for Street Children	I-India	Jaipur	Rajasthan
195	Support for Fulfilling Wishes and Organising Event for International Childhood Cancer Day at Make-A-Wish, Jaipur	Make-A-Wish Foundation of India	Jaipur	Rajasthan
196	Resource Mobilization & Fundraising for Naya Sawera's Shelter Home and 'Walk Against Hunger' Campaign	Naya Sawera	Jaipur	Rajasthan
197	Designing Promotional Activities of Gandhi Fellowship Program	Piramal Foundation	Jaipur	Rajasthan

Sr. No.	Project Title	Name of Organization	City	State / UT
		(Gandhi Fellowship)		
198	Translation of Dalit Adhikar Network Report and Promotion of Childline Jodhpur Activities	Jai Bhim Vikas Shikshan Sansthan	Jodhpur	Rajasthan
199	Gap Analysis : DCM Shriram's CSR Initiative for Improving Water Sanitation and Hygiene	DCM Shriram Ltd.	Kota	Rajasthan
200	Organizing Breast Cancer Awareness-Checkup Camps In & Around Sri Ganganagar and Counseling Sessions at Tapovan Trust's Drug Rehabilitation Center	Tapovan Trust	Sri Ganganagar	Rajasthan
201	Content Development & Designing AID India's Brochure and NSE Impact Book	AID India	Chennai	Tamil Nadu
202	Process Enhancement and Digital Media Marketing for Association for Non-Traditional Employment of Women	Association for Non-Traditional Employment of Women (ANEW)	Chennai	Tamil Nadu
203	Analysis of Microfinance for Women Entrepreneurs, Educational Loan for Students and Feasibility of Cooperative Structure for Marketing Products	Cholai - Action for Child Labour	Chennai	Tamil Nadu
204	Building Awareness by Improving Digital Presence and Partnerships for Make-A-Wish Foundation, Chennai	Make-A-Wish Foundation of India	Chennai	Tamil Nadu
205	Study of Mission Education & STeP Programmes offered by Smile Foundation	Smile Foundation	Chennai	Tamil Nadu
206	Analysis of Functioning of Isha Vidhya Schools and Promotion of Schools' Offerings in the Community	Isha Vidhya	Coimbatore	Tamil Nadu
207	Feedback Analysis of Hearing-impaired Beneficiaries & Documentation of Ashray Akruiti's Interventions for Girls & Disabled Students	Ashray Akruiti	Hyderabad	Telangana
208	Study on the Handloom Weavers of Pochampally	Center for Action Research and People's Development (CARPED)	Hyderabad	Telangana
209	Survey of Infrastructural Facilities Available in Government Schools in Hyderabad and Documentation of Annual Report & Cases	Divya Disha	Hyderabad	Telangana
210	Conducting Skill Development Sessions for Unemployed Youth under Smile Twin e-Learning Programme	Smile Foundation	Hyderabad	Telangana

Sr. No.	Project Title	Name of Organization	City	State / UT
211	Study of Child Welfare Activities of Aaradhana Sanstha and undertaking micro projects in the areas of designing Innovative Pedagogy and Online Fundraising Campaign	Aaradhana Sanstha	Agra	Uttar Pradesh
212	Designing Promotional Programme on Neurological Disorders in Children, Redesigning of Website Content and Documentation of Annual Report	Udaan Society	Aligarh	Uttar Pradesh
213	Facilitating Education and Rehabilitation of Slum Children in Allahabad	Diocesan Development & Welfare Society (DDWS)	Allahabad	Uttar Pradesh
214	Field Survey : SAKAR's Intervention for Access to Rights and Entitlements for Girls and Women	SAKAR (Social Action for Knowledge building & Awareness Raising)	Bareilly	Uttar Pradesh
215	Marketing Research of Families Falling Under the Ambit of Awaaz The NGO's Educational Program for Adolescent Children	Awaaz The NGO : A Voice for Change	Bulandshahr	Uttar Pradesh
216	Fund Raising for Annual Event of School in Ghaziabad, and School Data Base Management	Empowering Minds (EM)	Ghaziabad	Uttar Pradesh
217	Impact Survey on Medical Camps Organized by Ghaziabad Office and Documentation of Case Studies of the Beneficiaries of Ugtā Suraj Project	Social and Development Research and Action Group (SADRAG)	Ghaziabad	Uttar Pradesh
218	Secondary Research on Link between Heart Variability & Mental Health; and Screening Ideas for Edupreneur Village	Sri Aurobindo Society	Ghaziabad	Uttar Pradesh
219	Study of Management and Administrative Systems adopted by Tapovan Vidya Mandir and Designing Remedial Measures for their Improvement	Tapovan Education Foundation	Ghaziabad	Uttar Pradesh
220	Impact Assessment and Financial Feasibility of Farming Techniques Engaged by Beneficiary Farmers of Gorakhpur Environmental Action Group	Gorakhpur Environmental Action Group (GEAG)	Gorakhpur	Uttar Pradesh
221	Impact Assessment of the CSR Initiatives of Bharat Heavy Electricals Limited, Jhansi	Bharat Heavy Electricals Limited (BHEL)	Jhansi	Uttar Pradesh
222	Designing Business Development Plan for Organic Products	Shramik Bharti	Kanpur	Uttar Pradesh

Sr. No.	Project Title	Name of Organization	City	State / UT
223	Social Awareness and Crowd Funding for Caring Souls Foundation's Interventions to Prevent Cancer and HIV Aids	Caring Souls Foundation	Lucknow	Uttar Pradesh
224	Support in Execution of Railway Childline and Other Interventions of Ehsaas	Ehsaas	Lucknow	Uttar Pradesh
225	Awareness Campaign and Data Analysis for Childline- Lucknow	Human Unity Movement	Lucknow	Uttar Pradesh
226	Sustainable Development For Kalyanam Karoti Through Brand Building and Corporate Connect for Fundraising	Kalyanam Karoti	Mathura	Uttar Pradesh
227	Demand Survey for Disha Sewa Sansthan's Community Development initiative and Brand Building	Disha Sewa Sansthan	Meerut	Uttar Pradesh
228	Case study: Injecting Drug Users (IDUs) in Meerut	Grameen Vikas Sanstha	Meerut	Uttar Pradesh
229	Childline Awareness Program and Brand Building for Janhit Foundation	Janhit Foundation	Meerut	Uttar Pradesh
230	Designing Modules and Creating Videos for Bharat Learn's Initiative : Film Based Teaching Methodology	Bharat Learn	Noida	Uttar Pradesh
231	Study of NTPC's CSR Activities at Noida	National Thermal Power Corporation (NTPC)	Noida	Uttar Pradesh
232	Providing Support for Documenting Reports, Fundraising, Digitization of Administrative work and Engaging Child Development Activities at Nived Foundation	Niveda Foundation	Noida	Uttar Pradesh
233	Facilitating Skill Development Interventions of Social and Development Research and Action Group, Noida	Social and Development Research and Action Group (SADRAG)	Noida	Uttar Pradesh
234	Mapping Current Situation of Children in Difficult Circumstances through Primary and Secondary Research	Gandhi Adhyan Peeth	Varanasi	Uttar Pradesh
235	Process Improvement of Balajee Sewa Sansthan's Microfinance Operations	Balajee Sewa Sansthan	Dehradun	Uttarakhand
236	Support in Executing Mountain Children's Foundation's Interventions for Child Development and Childrights Awareness Campaigns	Mountain Children's Foundation (MCF)	Dehradun	Uttarakhand
237	Fundraising for Digital Literacy Initiative of Himalaya Water Service Tatha Vikas Avam Paryavaran Sanrakshan Samiti (HIMWATS)	Himalaya Water Service Tatha Vikas Avam Paryavaran Sanrakshan	Haldwani	Uttarakhand

Sr. No.	Project Title	Name of Organization	City	State / UT
		Samiti (HIMWATS)		
238	Study of Mentally Disabled Children and Designing Initiatives to Help Them Become Self-sustainable	Abhiprerna Rehabilitation Centre	Haridwar	Uttarakhand
239	Developing Sustainable Business Model for a Creche-cum-Child Development Center	Speech And Hearing Action Society (SAHAS)	Durgapur	West Bengal
240	Study of Gravel Mine Workers' and Engagement of Gravel Worker's Children's Academic Activities and Execution of Worker's Education Programme	Swami Vivekananda Vani Prachar Samity	Durgapur	West Bengal
241	Understanding Operations of Rogi Sahayata Kendra and Designing Annual Report for Association for Social and Health Advancement	Association For Social and Health Advancement (ASHA)	Kolkata	West Bengal
242	Understanding and Facilitating Health Interventions of Bhoruka Public Welfare Trust	Bhoruka Public Welfare Trust	Kolkata	West Bengal
243	Brand Building, Systemetization of Office Work and Data Management for Community Action Society	Community Action Society	Kolkata	West Bengal
244	Study on State-wise Implementation of POCSO Act and Critical Analysis of Eastern States of India for Expanding Operations of CRY, Kolkata	CRY - Child Rights and You	Kolkata	West Bengal
245	Strategic Planning for Colour Festival of Transgender Community and Impact Study of Durbar Mahila Samanwaya Committee's Interventions for Sex-workers	Durbar Mahila Samanawya Committee	Kolkata	West Bengal
246	Creation of Students Database & Engaging Students in Life Skills and English Language Training	Hope Kolkata Foundation	Kolkata	West Bengal
247	Strategy for Development of Kiosk to Increase Sell of Bakery Products Made by Children at Indian Institute of Cerebral Palsy	Indian Institute of Cerebral Palsy (IICP)	Kolkata	West Bengal
248	Conducting Family Counselling Sessions, Promotional Camps for Health & Hygiene Awareness and Fund Raising	Jayaprakash Institute of Social Change (JPISC)	Kolkata	West Bengal
249	Designing Wish Management Strategies for Make-A-Wish Foundation	Make-A-Wish Foundation of India	Kolkata	West Bengal
250	Survey on School Dropouts and Low Attendance in Right Track's Community Education Centers	Right Track	Kolkata	West Bengal

Sr. No.	Project Title	Name of Organization	City	State / UT
251	Study of Smile Twin e-learning Program, Student Engagement Activities and Career Counselling Sessions	Smile Foundation	Kolkata	West Bengal
252	Creating Awareness of Basic Hygiene & Sanitation Among Children of Brick Kiln Workers	Towards Future	Kolkata	West Bengal
253	Promoting Education and Skill Development in Slum Areas of Kolkatta & Data Base for Fundraising	Turnstone Global	Kolkata	West Bengal
254	Study of Migration Pattern of Migratory Birds & Evaluating Proposals on Beat the Plastic	World Wildlife Fund (WWF) - India	Kolkata	West Bengal
255	Understanding Operations Management of CINI and Providing Support in Child Assistance Programme	Child In Need Institute	Siliguri	West Bengal

Annexure VIII

We Care Timeline

Year 2019-20	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Planning																		
We Care Initial Planning	■																	
We Care Orientation Workshops		■																
Implementation																		
Collecting Student Details and their CVs	■	■	■															
Sourcing & Contacting Prospective Organizations		■	■	■	■	■	■	■	■									
Sending Student CVs		■	■	■	■	■	■	■	■									
Connecting Students With Their Organizations		■	■	■	■	■	■	■	■									
Appointment of Faculty Mentors					■	■	■	■	■									
Display of Allocation List					■	■	■	■	■									
Special Workshop on Disability							■											
Final Communication with Organization								■	■									
Interactive session by SRF									■									
Execution																		
We Care Internship									■	■								
Evaluation																		
Final Project Report and Poster Presentation									■	■								
Feedback from Organization/Students									■	■								
Drafting and Finalizing Annual We Care Report 2019-20										■	■	■	■	■	■	■	■	■

Annexure IX

We Care Internship – Impact : Students’ Perspective

From Feedback Form

I learnt that monetary contributions alone are not enough to uplift the underprivileged communities. I also learnt about the culture, lifestyle and problems of Yanadi community and how to get them talk about their problems. During the internship, I realized the importance of 2nd line leadership in an organization.

Ms. Tanuja N, Association for the Rural Development, Nellore (Andhra Pradesh)

The internship helped me to understand current quality in primary education at government schools. I understood the need for microfinance in rural villages and need for empowerment and awareness among rural women regarding education, healthcare, etc.

Mr. Venkatesh Gubba, ASSIST, Piduguralla (Andhra Pradesh)

I got sensitized about problems faced by street and run away children. I realized that it is responsibility of every individual to contribute back to society.

Mr. Sai KedarnathTurlapati, Navajeevan Bal Bhavan Society, Vijayawada (Andhra Pradesh)

I learnt about the difficulty faced by the mentally challenged person. This changed my perspective towards them. I realized that they can be cured if treatment is provided on time and on regular basis. I also learnt about financial difficulty faced by NGO which is trying to be self-sustainable.

Asish Adhikari, Ashadeep, Guwahati (Assam)

My internship experience broke the happy image I had about my hometown. I got in touch more with the disturbed section of the society in my own hometown which otherwise I wouldn't have. I understood the selfless work the social workers of an NGO do for the betterment of our society and the initiatives they take.

Mukhtara Sahnaj Choudhury, Deshbandhu Club, Silchar (Assam)

I learnt how the NGO works, how the work done by NGO helps people belonging to lower income class to have a better living as they get empowered. Government has come up with various scheme which I was not much aware of prior to working on the projects in this NGO. The schemes are really beneficial for the target group.

Ashleen Kaur Tuli, Society for Service to Voluntary Agencies (SOSVA), Chandigarh

We learnt about various types of disabilities and hardships faced by them; yet how they are self-dependent. We learnt to empathize with the people with disabilities. We also learnt how to be grateful for what we have and stop cribbing for everything.

Darsh Kaushik Mehta, Blind People's Association, Ahmedabad (Gujarat)

I came to know about the ground realities of problems faced by persons with disabilities. Successful stories of persons with disabilities has taught me to never lose hope in my life. One should not let anyone violate their rights and shall fight for their rights.

Naman Hukmichand Bagrecha, Blind People's Association, Ahmedabad (Gujarat)

I learnt the importance of empowering locals by the locals. Any initiative can be successful if the local people are involved. It helps in the growth of the people as well as organization. I also learn about the ground realities in our rural nation and how difficult life is in such region. Gained key insights into The Right to Education Act and mid-day meals, their effectiveness and progress in the field.

Sanchita Panch, Janvikas, Ahmedabad (Gujarat)

I understood the ground reality of our society and the vast attitude differences among people at same income level. I learnt about how people struggle through their life difficulties and come out of their bad times and stand strong. I saw that how small things in life mean a lot to the children suffering from life threatening diseases.

Saundarya Mehra, Make-A-Wish Foundation of India, Ahmedabad (Gujarat)

Implementing ideas in the real world is not as easy as it looks. There are a lot of factors apart from money which motivates employees. There are people who love working towards others keeping aside their selfishness.

Chandraprakash Srinivas Sirupa, Baroda Citizens Council, Vadodara (Gujarat)

I explored new ways to keep up the motivation of the employees when we lack the conventional perk of monetary benefits; as NGOs do not have sufficient financial backing for that. The political clout exists in every organization irrespective of the nature of the business and we learnt how being unbiased in any organization can reap an unimaginable benefit in terms of employee performance. I understood about mapping the progress and response of employees to any administrative or process change.

Ravi Prabhubhai Somani, Baroda Citizens Council, Vadodara (Gujarat)

I got great exposure to how things work from the head office level in a large NGO. I got to see ground level work of the NGO. Impacting lives of the beneficiaries by continuous improvement provides a sense of satisfaction.

Deshaj Pandit, Bharti Foundation, Gurugram (Haryana)

I learnt how different were the problems of people residing in rural region from problems of people in cities (such as lack of waste disposal system, lack of jobs, small farmlands, low connectivity via roadways etc.) I realized the importance of community participation for upliftment of society. I understood the importance of partnerships between organizations (NGO and government or private players) to bring about a positive change.

Aarzu Wadhwa, Vishwa Ashraya Sansthan (VAS), Palampur (Himachal Pradesh)

Being a leader doesn't only require to excel in corporate world. There are opportunities where a simple contribution can change someone's world and give you a sense of satisfaction. Families with lack of resources need enlightenment especially over women education, self-employment motivation, income tracking and planning. The right amount of support can alleviate families out of poverty and give children a chance to excel in life.

Sunidhi Sharma, SOS Children's Village Bal Gram, Jammu (Jammu & Kashmir)

The internship helped us to realize the importance of community as a stakeholder and how integral it is to the development in the macroeconomic context. It provided us an opportunity to interact with people from various backgrounds and helped us to broaden our perspective. Lastly, the internship allowed us to understand the issue of child marriage and how intertwined it is with education, poverty, health and come up with recommendations to the existing system.

Gade Venkatesh, Adarsh Seva Sansthan, Jamshedpur (Jharkhand)

The internship gave me an opportunity to peek into the lives of a few underprivileged children and help them in improving their livelihood and career opportunities. It made me realize about the hardships in the lives of the unprivileged children but at the same time their dedication towards their studies with a passion of holding a respectable position in the society once they grow up.

Garima Priyadarshree, Sankalp - A Pledge to Change, Jamshedpur (Jharkhand)

We Care internship gave an exposure to working in a social enterprise, the hardships and plights of waste pickers in India, waste pickers form the foundation of waste management. I learnt how big businesses are adopting circular economy and sustainability as their business model.

Chaitra Chikkanna, Saahas Waste Management Pvt. Ltd., Bengaluru (Karnataka)

We Care internship had a positive effect on me and made me more interested to contribute to the community in the future. Teaching the class assistants completely in Kannada tested my language proficiency. Made me realize the drive with which some people are ready to work for a better society.

Hemanth Kumar Vagicharla, Need Base India, Koppal (Karnataka)

I learnt the importance of road safety as a serious issue, socially and financially. I also learnt how the road safety sessions were conducted in colleges and how the awareness was created. I understood a lot more about the slow down campaign.

Chandrashekhar Ashok, United Way Mumbai, Mumbai (Maharashtra)

The academic MBA program gave us a perspective about what corporates ought to do to bring about a change in the society. It also gave us an insight about the various programs that are undertaken by them to make a positive difference in the lives of individuals. While working and being associated with VSP we learnt a lot about various issues faced by various factions of the society especially in rural areas.

Akhil Sanjeev Rane, Vikas Sahyog Pratishthan, Mumbai (Maharashtra)

I developed a deeper understanding of the problems faced by NGOs, especially in non-metro cities. I understood that safety and security issues sweep across demographic and economic boundaries, especially regarding children. I also understood the value of money and how difficult it is to make people, who have it, part with it for a worthy cause, even while compelled by CSR regulations!

Devdutt Shriram Upadhye, Navjeevan World Peace and Research Foundation, Nashik (Maharashtra)

As a budding manager, I got an idea of the bottom of the pyramid and their pain points. I learnt to value things in life which mostly were taken for granted. I saw how motivated and curious the students are and the only thing they lack is an opportunity.

Jay Sharad Mehta, Salaam Bombay Foundation, Mumbai (Maharashtra)

We are extremely fortunate to be born with a healthy body and it is our duty to help the lesser fortunate. Despite all the hardships faced by the deaf children, they seem to be happier and have a more positive outlook towards life as compared to us.

Abhishek Khemka, All India Pingalwara Charitable Society, Amritsar (Punjab)

I became sensitized towards students from backward families who can't afford everyday resources. I understood difference in attitudes of rural and urban families when it comes to something as small as the idea of blood donation. I became aware of the gender imbalance in the turnout of blood donation camps.

Sakshi Gupta, Patiala Welfare Society, Patiala (Punjab)

We Care experience made me more aware of my social responsibilities and real world problems associated. I have realised how a small contribution from each person which might appear miniscule to us can make a big difference to the children suffering from life threatening diseases; whether in terms of money or volunteering.

Ripudaman Pareek, Make-A-Wish Foundation of India, Jaipur (Rajasthan)

I got to know about the problems in the remote areas and how youth of NEW INDIA is engaging themselves to move forward. It was a new as well as great experience to work with the skill development program of my NGO.

Ayush Gupta, Social and Development Research and Action Group (SADRAG), Ghaziabad (Uttar Pradesh)

Firstly, I learnt how a great deal about social entrepreneurship. I saw how we can earn money while improving the society and the nation. I understood how actually the CSR activities of companies are implemented, especially in terms of their reach in the villages. There is no lack of talent in the villages; it is about the opportunities they get. Therefore, I will definitely try to do something in future to address this gap.

Namit Khanna, Disha Sewa Sansthan, Meerut (Uttar Pradesh)

It is essential for us to understand the kind of support some children need from the outside world. The support given to underprivileged can really change their lives to a great extent. This experience made me realize how deprived some communities are, which has caused me to change my wasteful consumption habits.

Akshit Bagaria, Towards Future, Kolkata (West Bengal)

From Final Report

“The immense capability, love and care shown by students at Muskaan made me realise that everybody has potential. What we all really need is the opportunity to allow that potential to come out, and people here in Muskaan are doing it really well!”

Garima Rajkumar Vaish, Muskaan, New Delhi

Annexure X

We Care Internship – Impact : Internship Organisations’ Perspective

From Feedback Form

Students visited field to get first-hand experience and to feel empathy for the cause and project goals. They have got clear understanding of issue and action plan to tackle it.

Jan Mitram Kalyan Samiti, Raigarh (Chhattisgarh)

We got valuable insights from the intern. She is very responsive and responsible. I am very pleased with the intern.

Association for the Rural Development (ARD), Nellore (Andhra Pradesh)

Interns contributed towards sustainability through developing effective business model of piggery farming and organic farming in Ashadeep's Boko project site. They also contributed in designing template for cost analysis and market positioning of the items produced in Ashadeep's vocational unit. The tasks carried out by the interns helped us in developing new marketing strategy.

Ashadeep, Guwahati (Assam)

Interns supported in supervisions and foundational teaching under our Homework Program and conducted life skill sessions for students in 2 local government schools. They developed street plays for our Community Awareness program to educate disadvantaged families about corporal punishment. They also developed a curriculum and conducted library sessions (life skills and storytelling) for the library students in one of Agrasar's learning centres.

Agrasar, Gurugram (Haryana)

Intern contributed in organizing awareness program hosted by Deshabandhu Club. She facilitated learning of the mentally challenged children at DISHA centre and conducted an interactive learning session at Anganwadi training programme. She was able to analyse the problems faced by the disturbed children in the district.

Deshbandhu Club, Silchar (Assam)

On very second day, interns actively participated in Bal Health Mela where more than 2000 primary school children participated. They acted as NGO team member during the event which indicated their interest and contribution toward the social cause.

Gram Vikas Trust, Bharuch (Gujarat)

Interns made a contribution to assess education status in government primary school of Rajkot city. They also contributed in tracking of candidates trained under Government of India's Skill Training Programme. They also made documentaries of meals on wheels, skills training programme and Navshakti Vidyalaya to create visibility of organization.

Navjeevan Trust, Rajkot (Gujarat)

Students have motivated the dropout children to study and get admitted in schools. They have also encouraged the parents to let their children study instead of getting into other bad activities.

District Child Welfare Council, Ambala (Haryana)

Deshaj came in as a valuable resource and helped the team work on a crucial assignment in the most diligent and intelligent manner.

Bharti Foundation, Gurugram (Haryana)

Class assistants got good learning from the intern's Microsoft office workshop. He was very much interested with the work at the NGO and made good contributions.

Need Base India, Koppal (Karnataka)

The Students were well disciplined and very much focused on their work. They contributed in terms of report writing, counselling. They became role models for the children with whom they worked during the internship.

Aarambh Education & Community Development Society, Bhopal (Madhya Pradesh)

Interns came up with a fresh mindset and brought a different perspective to the work. They helped us in designing policies and procedures for our organisation which will be used for bringing structures in our work. We helped them to see the other side of world which is darker for children living on the streets or trapped in the vicious cycle of child labor.

Vardhishnu, Jalgaon (Maharashtra)

Interns worked very well as a team and also individually. Their planning and teaching were very focused and well thought out with clear learning outcomes in mind. They interacted with children from the communities with much empathy and compassion. They are very good mentors for the children they worked with. Their interactions with teachers in the Trust was with great respect. They contributed immensely to classroom interactions, planning and aiding in looking at alternate methods in teaching.

Manjari Charitable Trust, Kharghar (Maharashtra)

The interns took genuine interest in the cause and worked with dedication. They came up with innovative and interesting ideas and were helpful to everyone in the organisation. They helped resolve technology related issues with ease and enthusiasm.

Academy of Learning and Development, Mumbai (Maharashtra)

The work that interns have done is a huge help to us. They not only sorted out many things, but also set us on the clear path for the next financial year. They voluntarily helped us in the areas which were not part of their project. They multi-tasked with the amount of projects that they were given. They also showed patience in getting the work done many times.

Muskan Foundation for People with Multiple Disabilities, Mumbai (Maharashtra)

The interns were very high in energy. Their feedback towards the need to change in some aspects of the financial literacy programme was very useful. They never handled the BMC kids before, but still they managed to win many hearts and provided us with some excellent outcomes in the form of projects made by the students.

Salaam Bombay Foundation, Mumbai (Maharashtra)

Interns were extremely versed and comfortable in their position with our organization. They showed a strong understanding in the task assigned to them & delivered the task as per timeline. They coordinated with our grassroots partners in a professional and knowledgeable manner to completed their task.

Srujna, Mumbai (Maharashtra)

We have never seen such type of dedication, involvement, enthusiasm, sincerity, professionalism, ownership while working with the interns. Though interns were assigned the work of checking feasibility of proposed project for empowerment of female sex workers, both of them were so involved that our all team members were very pleased to see their method of work.

Vijay Krida Mandal, Mumbai (Maharashtra)

Interns were assigned different projects but they handled them as a team, focusing more on individual project. In our current stage of development, their contribution has really helped us a lot. The fresh thoughts and skills of young generation are worth admiration. All three students were genuine in their efforts and contribution and the work they have done is going to help us in the long term. Their ability and liking to understand the social issues is very much appreciated and the solutions they provided are valued.

Samavedana, Pune (Maharashtra)

Interns were enthusiastic and forward in working. They have shown interest in learning and have diligently explored knowledge on the subject from government universities like GADVASU. They possessed good knowledge and attitude to understand the nitty gritty of community dynamics and were able successfully to drive the processes.

Society for Action in Community Health(SACH), Ludhiana (Punjab)

A study on skill development training for school dropout students was conducted by Mr. Raghav Rawat. He approached totally 169 families from 6 villages. The study is useful for our upcoming skill development projects.

Gramin Vikas Evam Paryavaran Sanstha (GVEPS) Dausa(Rajasthan)

It's very encouraging to observe that interns have developed a very good rapport with children and completed the assignments with dedication and sense of empathy towards the cause. This time all the interns have also made a quantifying impact in terms of developing educational resources for the children's education program. This is truly very meaningful and will surely benefit the children in long-term.

I-India, Jaipur (Rajasthan)

Interns understood and completed the project well. They redesigned our strategy. They developed Business Model Canvas, did primary research and designed communication strategy.

Shramik Bharti, Kanpur (Uttar Pradesh)

Qualitative feedback received through e-mail

"Interns worked diligently and with dedication. They showed empathy for the special requirements these children have. I had given them specific tasks to help us manage the library; fill the gaps a lot of children had in the study of subjects like Math, Computers, English Grammar and Economic. Apart from the tasks assigned, they participated enthusiastically in the House activities of the school, not only helping children research the subject, but also with effective presentation of the subject in front of the entire school. We as a team trying to bring change in the lives of these children are indeed grateful for the support provided by these interns."

Prakashdeep, Faridabad (Haryana)

"All 5 volunteers allocated to us made the impact in the communities we are serving. Their contribution in documentation of our scholarship program and in planning and implementation of annual STEAM Fair and Tech Fair is truly appreciated. In just 21 days of time, they become part of our community and team."

VIDYA, Mumbai (Maharashtra)

"We are happy with the performance of the interns. Both are very religious to the work assigned to them. They completed the project with very good results. The management is satisfied with their work and wishes them all the best."

Isha Vidhya, Coimbatore (Tamil Nadu)

“We enjoyed having the interns with us. We got a lot of insightful work done on the business models. Their work on the HUL mapping and the presentation was very useful. I am glad that we were able to provide a window to our work and the lives of farmers through the field visits and interactions with the team. It was a pleasure working with the interns. They blended so well. Both the interns were very prompt in adhering to deadlines. Once something was explained, they were pretty much self-starters, which made it very easy to work with.”

Under the Mango Tree, Mumbai (Maharashtra)

“Interns were quite sincere and dedicated. They possess analytical faculty and worked well for well-defined project. They were entrusted with responsibility of executing Spandan's 70th 'Free Medical Camp for Children with Disability and Mental Health Problems'. It was accomplished very well. They showed good sensitivity and established good rapport with the staff and special children's parent.”

Spandan Holistic Institute, Mumbai (Maharashtra)

“On behalf of all of us, I write to express our gratitude to the interns for contributing their time and energy at Manzil. Their recent engagement supported us in advancing our mission of creating a Learning Community of students and young adults alike. We thank them for striving alongside us. We have enjoyed hosting them and would encourage them to share a reflection of their experience during their time here. We would be happy to hear any feedback that they may have, to make our community more impactful.”

Manzil Welfare Society, New Delhi

“It's a great pleasure to share with you the fantastic attitude and work by your student Chaitra Chikanna during her internship here at Saahas Zero Waste. We are extremely happy with her ability to understand requirement and deliver solutions. She also exhibited excellent communication and presentation skills. She surely ranks as one of the top interns we have had and was able to produce results within this short period of 3 weeks. I would also like to congratulate the co-ordinators of the We Care Program for excellent co-ordination before and during the internship program.”

Saahas Zero Waste, Bengaluru (Karnataka)

“It was a great work done by the interns. They not only impressed with their focus and competence but also amazing personal traits befitting professionals. We look forward to their continuing in some way in the work we do for the underprivileged children and youth.”

Kotak Education Foundation, Mumbai (Maharashtra)

“Our experience has been very good with the students in terms of their knowledge base, management skills, Solution driven approach along with best work ethics. I specially want to add here that the students are a true reflection of their Institute's policies, management styles and professional approach towards everything. The way We Care team keeps in touch with us before placements, during placements and after completion of placement speaks volumes about the value you place in these internships. We, at Muskaan, equally value such placements as for us it is an opportunity to develop more spokespersons for our cause by providing them positive learning environment. Therefore, we really appreciate and value our association with NMIMS over last few years.”

Muskaan, New Delhi

Annexure XI
Poster Presentation : Winners

<i>Organization Name</i>	<i>Students Name</i>	<i>Position</i>
Deesha Education Foundation	Aishwarya Atul Deshmukh, Tanvee Rathi	1st
Grameen Vikas Sanstha	Ashray Arora	2nd
Vijay Krida Mandal (VKM)	Kishan Lingraj Panigrahi, Vinit Shriram Raichandani	2nd
Smile Foundation	Anurag Kapur, Deepak Purswani, Prerna Pahuja, Sahibpal Singh	3rd
Srujna	Karuna Mukundanunni Nair, Kshiti Radhakrishna Bhat, Parul Suhas Rane	3rd
ChotaNagpur Sanskritk Sangh	Bobby Sinha, Shubham Agarwal	3rd
Salaam Bombay Foundation	Srimanti Basak, Vihang Sampat, Dhruvil Shah, Meghna Sunil Gupta, Aditi Rajesh Kamath, Nirmitti Vinay Wagh, Sagar Rajiv Erande, Vrusha Arun Patel, Neeti Ravindran	4th
Sri Aurobindo Society	Anvi Johari, Honey Sharma, Karan Bathla, Poorvi Arora	4th
Centre for Civil Society	Arshiya Gupta, Sachi Ahuja, Shalini Ghosh	4th
Aaradhana	Garima Agarwal , Sanchit Jain	4th
Janvikas	Garima Bairoliya, Gaurav Haresh Korwani, Mrudul Rajesh Sharma, Nisarg Harishkumar Maheshwary, Sanchita Panch	5th
VIDYA Mumbai	Arjun Vasant Kumar, Harshika Rajesh Kher, Rohit Balasaheb Zende, Shalini Kumar, Tanya Jagdish Dalvi	5th
Diocesan Development & Welfare Society (DDWS)	Ayush Shukla, Pooja Agarwal	5th
Disha	Shibu Shivani Pruseth	5th
Literacy India	Raghav Raj Jaggi, Rohan Jain, Vanshaj Kumar	5th
I-India	Ankit Bansal, Avdhi Goel, Gauri Khandelwal, Paridhi Khandelwal	6th
Make-A-Wish Foundation	Kumar NR, Nishant Jonathan Rubens	6th
Sol's ARC (Assessment and Remedial Centre)	Samruddhi Subhash Modak, Akshay Kumar Malhotra	6th
Swasth India Services Private Limited	Rajat Gupta, Rajat Ravi Kedia	6th
SOS Children's Villages Rourkela	Abhijeet Pattnaik, Pooja Tiwary	6th
Smile Foundation	Avanti Dasgupta, Oindrila Dhar, Oindrila Maitra, Stuti Garodia	6th

Annexure XII

We Care Civic Engagement Competitions

We Care Photo Story

The We Care Photo Story Competition is a platform for students to showcase the experience and knowledge gained during their We Care internship through their photography skills. The first round, conducted between February 1 to 27, 2019 encouraged students to share all the photographs clicked during their course of work as individuals or in teams. The second and final round, took place on March 3, 2019. An exhibition of all the entries of the finalists was organised so that the entire institute could have a look into their enriching We Care Experience. The entire competition was judged by Prof Srinivas Ainavolu and Prof Sujata Mukherjee, with Mr Aditya Tambe, the President of Xplore, the photography club, joining in with his valuable inputs and keen sense of photography. The first position was bagged by Gurneet Kaur and Rahil Doshi followed by Raghav Gupta and Chirag Dabhi.

We Care Documentary





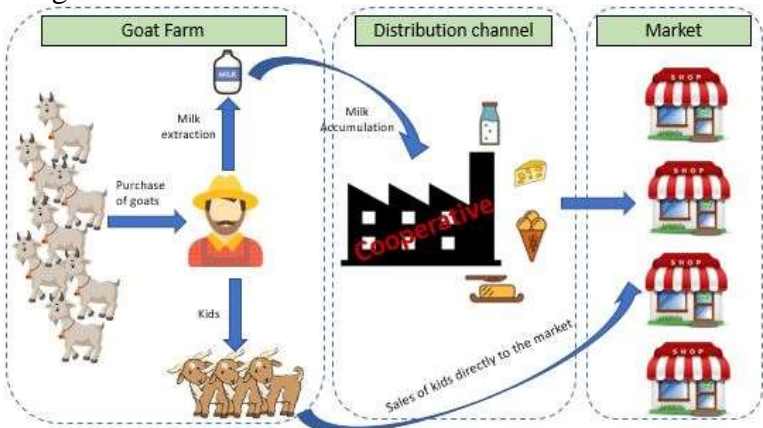
In We Care Documentary competition students can participate as teams or as individual. They exhibit their We Care experiences / projects or about the NGO / social issue in the form of a short video. The competition was held on March 3, 2019 at the NMIMS campus. 11 participants represented their respective NGOs and out of them, 3 winners were chosen. The judges for the competition were Mr. Anna Charly - Associate Director- International Volunteer Programs, Habitat for Humanity India, and Ms. Swaroopa Sanap who is known for her direction & post production work in TV series like Love Per Square Foot, and in movies like Tumbbad. Each team was given 2 minutes to talk and give the judges a little backstory behind the documentary. The next 3-5 minutes were spent in watching the documentary. The judges then asked the respective teams questions regarding their documentary and their work at the NGO. The teams put in amazing effort to be creative and inventive in presenting their work. The winner of WeCare Documentary 2019 was Team Endurance- Raakesh Thakkar, Maitri Joshi, Jay Sheth & Prasenajit Pande. The Runner-up was Team Possimpible- Shreyas HS & Ashwin Hanagudu. The 2nd Runner-up was Heart of Adarsh- George Santhosh. The participants very articulately presented their documentaries and the judges were highly impressed by the effort and the level of detail put in by each team. The event was concluded by felicitating the judges with mementos and thanking them for gracing the event with their presence.


We Innovate

We Innovate was a Social B-plan competition, in which students were asked to present innovative and feasible solutions to social problems they might have observed during their We Care internship. The preliminary round of the event was on February 27, 2019 while the final campus round was held on 3rd March. The judges for the campus round of the event were Ms Mini Kaimal, Assistant Manager, JSW and Mr. Himanshu Chanda, Founder, Projectheena.com

The presentation made by the teams included the gap or problem they identified, the business idea, marketing and financial plan, growth strategy, risks involved and mitigation methodology etc. Team Lighting Lives, comprising of Rakesh Raushan, Ria Narayan and Saloni Singh were the winners of the event followed by Ronak Daxini, Ambuj Gandhi and Ishant Gupta from team Idea Peddlers who bagged the first runners up position while the second runners up of the event were Prakhar Gautam, Pratyush Porwal and Aman Lochab from team Chamka Kya. Their B-plans were considered to be the best out of all the entries in terms of feasibility, social sensitivity, and innovative nature of the idea

We Innovate – Social B Plans

Team Name	Idea Brief
The Lighting Lives	<p>The idea behind our Business model is to help the rehabilitated beggars earn a living on a sustainable level by creating candles that are non-perishable and require low skills that can be inculcated easily. After our in-depth market analysis, we proposed the candle designs and types that have high demand and sell on a regular basis. We have also created tie-ups with wholesalers and retailers for sale of the same. The white candles are proposed to be sold in churches and Mazars, where the requirement is again a daily one. Branding and advertisement with taglines focussing on the noble cause is suggested and customized packaging which mentions the story of these candles is also a prime focus. The designs and models suggested do not vary in much of the raw material requirement and only little customization will give them variety and high profit margins. The business model will help the beggars and ultra-poor to earn a wage of Rs.200-250 per day and live a life of dignity forever.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> 15 grams 10 grams 30-300 grams </div>
The Idea Peddlers	<p>Goat farming industry is facing a high demand vs supply gap in India which presents a business opportunity. Cooperative based Business model is developed in order to address various problem statements. The objectives that could be met through this model include meeting the demand supply gap for goats, generating income for farmers, creating distribution channel for dairy products, creating marketing campaigns to create awareness and address social stigma. The idea would impact in creation of jobs in farms and cooperatives, fair and standardized prizes to farmers, address social stigma associated wit goat milk and create awareness about health benefits</p> 

Team Name	Idea Brief
Procaffeimators	<p>A lot of women support their families through small scale entrepreneurial activities. These women are exceptional at what they do but their returns are low compared to the efforts involved. Their business is limited due to lack of expertise not in the quality of their work but in how they market it. The idea aims to identify women who have the potential to make it big and provide functional expertise for them to grow. Main objective is to ultimately increase their income through small scale marketing activities as well as improved efficiency. The marketing plans include various channels like print media and local level business group tie-ups to boost sales growth.</p> <p style="text-align: center;">MARKETING PLAN CLIENT BUSINESS DEVELOPMENT MARKETING INITIATIVES</p>  <pre> graph TD A((SOCIAL MEDIA)) --- B((PAMPHLETS AND POSTERS)) B --- C((SMALL NEWSPAPER ADS)) C --- D((SMS AND EMAIL ADVERTISING)) D --- E((DOOR TO DOOR SALES DIRECT PITCH)) E --- F((PARTNERSHIPS WITH LOCAL BUSINESS GROUPS AND OTHER BUSINESSES)) F --- A </pre>
Chamka Kya	<p>The Indian agriculture sector is far from profitable for the average farmer. Major reasons being diminished yield, lack of infrastructure and lack of information. Our plan is to provide a comprehensive solution to the agriculture sector to uplift the status of farming and farmers in India by increasing yield to produce at lower cost by providing best farming techniques and logistical services, increasing revenue from sales and by sharing information about different markets, making the farmers aware about markets other than their local ones, where better opportunities are available.</p>
The Brain Trust	<p>BTS (Back to School) Tours is envisaged to be a non-profit run organisation earning through the tourism and handicraft sector and ploughing back the profits into education and community development initiatives. This ensures a strong connect with the local community in which it operates. The focus would be on providing life skills, English speaking classes and education training to uplift and provide newer horizons to individuals from the lower strata of society. Through product offerings like Dharavi Industry tours, Dharavi Stay, Dharavi Cooking experience connect with community and a high long-term impact can be established.</p>

We Care Internship 2019

Glimpses of execution of We Care Internship



Harshit Tayal intern at SEWA, Narnaul (Haryana) interacting with rural women at registrations for Diploma for Beautician course and at Embroidery Work Training Center in Dostpur Village respectively.



Sanchita Panch, Gaurav Korwani and Nisarg Maheshwary interns with Janvikas, Ahmedabad (Gujarat) interacting with the course coordinators of different districts to drawbacks of primary education system and creative content to be included in the curriculum.



Dishant Nagpal intern with Salaam Baalak Trust, New Delhi filling PAN card form for street children below the age of 18 years near Badarpur border, New Delhi



Rishi Pahwa, intern with Salaam Baalak Trust, New Delhi helping doctors to teach about First Aid and Emergency measures



Interacting with dropout children for Study on reasons for dropouts in the schools : Chaitanya Sai Talanki, intern with Rural Development Trust, Anantapuram (Andhra Pradesh)



Assisting in focused group discussion with a group of Disabled people of Kalain block, who have collectively started agriculture reforms for their livelihood. : Mukhtara Choudhury, Deshbandhu Club, Silchar (Assam)



Gaurav Deka, intern with Prerona Pratibandhi Sishu Bikash Kendra, Jorhat, (Assam) conducting Childline awareness campaigns in Springdale High School, Jorhat and in Tamulbari village



Interns Placed in Kisan Sanchar, Chandigarh while understanding importance of seed and having autonomy of seed industry in the sector.



Focused Group Discussion at village Chawaj : Snehil Dagur, intern with Narmadanagar Rural Development Society (NARDES), Bharuch (Gujarat)



Interns conducting session under *Skills to Succeed* flagship programme at Navjeevan Technical Institute, Navjeevan Trust, Surendranagar (Gujarat)



Field visits to get children to study at Open Shelter Home : Gurneet Kaur intern with District Councils of Child Welfare (DWDC), Ambala (Haryana)



Conducting interviews for Family Development Plan : Shubham Agrawal and Bobby Sinha, interns with Chotanagpur Sanskritik Sangh, Ranchi (Jharkhand)



Financial literacy program at Volakadu Government High School, conducted by Jnana Jyothi FLC, Udupi



Interns placed with SOS Children's Village, Rourkela (Odisha) conducting child rights awareness programme at Nehrupali Village



Interviewing family for survey on organic farming : Raghav Rawat intern with Gramin Vikas Evam Paryavaran Sanstha(GVEPS), Dausa (Rajasthan)



Organizing event for International Childhood Cancer Day in Manilal Hospital : Interns placed with Make-A-Wish Foundation, Jaipur (Rajasthan)



Conducting Childline awareness sessions in schools by interns placed in Jai Bhim Vikas Shikshan Sansthan (JBVSS), Jodhpur (Rajasthan)



Garima Agarwal and Sanchit Jain interns with Aaradhana organising drawing competition for kids, conducting survey to get feedback about Aaradhana and creating awareness amongst the slum people about education.

News Coverage

1. Article in Gujarati Newspaper about research on identifying gap areas in Government Schools for primary and secondary education, conducted by interns placed in Navjeevan Trust, Rajkot (Gujarat)

બાળકો શાળાએ કેમ મોડા પડે છે?: રસપ્રદ સર્વે

સરકારી શાળાઓમાં વિદ્યાર્થીઓ શા માટે નિયમિત નથી આવતા ?, ઓનલાઈન હાજરીના કારણે વિદ્યાર્થીઓની વધતી ગેરહાજરી, બગડતો અભ્યાસ જેવા પ્રશ્નો નિવારવા એમબીએના વિદ્યાર્થીઓએ સંશોધન હાથ ધર્યું

આજ કાલ પ્રતિનિધિ-રાજકોટ

વિદ્યાર્થીઓ શાળાએ કેમ મોડા પડે છે ? તેનો રસપ્રદ સર્વે એનેજીવેન્સ ટ્રસ્ટના વિદ્યાર્થીઓએ હાથ ધર્યો છે. રાજકોટી શાળાઓમાં કોઈને કોઈ કારણોસર વિદ્યાર્થીઓ લેટ થઈ જાય છે. આ સંજોગોમાં હાલના સમયમાં ઓનલાઈન હાજરી પુરવાની થતી હોવાથી બાળકોની ગેરહાજરી નાણાં જાઈ છે ત્યારે અત્યારે આ કારણો જાણવા માટે એમબીએના વિદ્યાર્થીઓએ એક નવતર પ્રયોગ હાથ ધરી શાળાઓમાં સર્વે હાથ ધર્યો છે. બાળકોના અભ્યાસમાં ખલેલ ન પડે તે અને તેઓની વાઈકમાં નિયમિતતાના જુદા કેળવણી તે માટે નવજીવન એનજીઓની મદદથી એમબીએના વિદ્યાર્થીઓએ શાળા નં.૮૩માં આ અભિયાન શરૂ કર્યું છે જેના પ્રથમ ચરણમાં એમબીએના વિદ્યાર્થી ઈશીતા અને ભાવિક સહિતની ટીમ દ્વારા સૌપ્રથમ વિદ્યાર્થીઓને મળી તેઓ કેમ મોડા પડે છે ? તે જાણવાનો પ્રયાસ શરૂ કરવામાં આવ્યો છે.

આ નવા પ્રયોગ અંતે શાળાના અધ્યાપી પત્રીજીએ સહીત જણાવ્યું હતું કે, થોડા સમય પહેલાં સરકાર દ્વારા ઓનલાઈન હાજરી શરૂ કરવામાં આવી છે. પહેલાં તો બાળકો અમુક કારણોસર ૧૫થી ૨૦ મિનિટ મોડા આવતાં તો અમે ગેરહાજરી ન પુરતો પણ આ ઓનલાઈન હાજરીને કારણે વિદ્યાર્થીઓ ૧૦ મિનિટ મોડા આવે તો પણ એમની ગેરહાજરી થઈ જાય છે. ક્યારેક ધનિવાસના સમયે તો આ પ્રશ્ન જટિલ બની જાય છે. વાલીઓ કામ માટે બાળકોને લઈ જતા હોય છે આથી તેઓ અમુક લેટ થાય છે. આ પરિસ્થિતિ નિવારવા નવજીવન એનજીઓના ઓપરેટર્સ ઓનલાઈન માર્કીંગનું લેકા એમબીએના વિદ્યાર્થીઓની ધાર ટીમ દ્વારા નાનામ્ના પર આવેલ શાળા નં.૮૩માં આ રસપ્રદ સર્વે હાથ ધરવામાં આવ્યો છે જેમાં પ્રથમ ચરણમાં વિદ્યાર્થીઓએ બાળકો સાથે મીનિટ વાલે ક્રી છે જેમાં ઘણા કારણો બહાર આવ્યા છે જેમ કે વિદ્યાર્થીઓ ઘરેલા ઉઠી શકતા નથી, તો બીજા તરફ ઘરમાં નાના ભાઈ-બહેનો સાથે વાલીની જવાબદારી તેઓ પર હોય છે. હવે આ વિદ્યાર્થીઓ બાળકોનું કાઉન્સિલિંગ કરી તેમના વાલીઓને જમણે મળશે. બાળકો મોડા ન આવે તે માટે તેમના માતા-પિતાને સમજાવવામાં આવશે. વધુમાં તેઓને જણાવ્યું હતું કે, ઘણા કેસમાં એવું હોય છે કે, માતા-પિતા બધું કામ કરતાં હોય ત્યારે માતા બાળકોને સાથે વાલીની જવાબદારી આ વિદ્યાર્થીઓ પર હોય છે ત્યારે આવા કેસમાં બાળકોને લેડિવાઈસમાં મુકવા તો ઘણી વખત વિદ્યાર્થીઓ પાસે રહેજીવન ન હોય તો તેઓ લેટ પડતા હોય છે. આવા નાના-મોટા પ્રશ્નોના ઉકેલ શાળા દ્વારા લાવવામાં આવશે. હાલમાં શાળા નં.૮૩ના ૬૨૫ વિદ્યાર્થીઓનું કાઉન્સિલિંગ કરાયું છે અને બાળકોને નિયમિત રહેવા આપે તે માટે પ્રયાસો હાથ લેવામાં આવ્યા છે.

નવજીવન એનજીઓની મદદથી શાળા નં.૮૩માં બાળકોનું વ્યક્તિગત કાઉન્સિલિંગ: વાલીઓને સમજાવી આ પરિસ્થિતિનું નિવારણ લાવી શકાશે

2. Articles published in local newspaper about awareness campaigns conducted in schools of Jodhpur, by interns placed in Jai Bhim Vikas Shikshan Sansthan, Jodhpur (JBVSS), Jodhpur Rajasthan

શિક્ષાવૃત્તિ કરવાને બચ્ચોં કે પુનર્વાસ કા નિર્ણય

ગણેશ મંદિર પર શિક્ષાવૃત્તિ કરવાને બચ્ચોં કાર્ડમિલિંગ કો બાદ પરિજન કો સીપ

જોધપુર, ૧૯ ફેબ્રુઆરી (કાસ) : ગણેશ મંદિર પર શિક્ષાવૃત્તિ કરવાને બચ્ચોં કાર્ડમિલિંગ કો બાદ પરિજન કો સીપ

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જાગૃત્વકર્તા કાર્યક્રમ આયોજિત

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દૈનિક નવજોયોતિ

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